



Priory Fields School
Local Governing Body Meeting
Tuesday 4th October 2022
Head Teacher: Miss Kelly Brown

Minutes of the Local Governing Body Meeting

held on Tuesday 4th October 2022 at Priory Fields School at 4pm

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

Others Present:

Governance Professional: Katie Banes

1	<p><u>Welcome, introductions, resignations and apologies</u> Governors were welcomed to the meeting. Apologies for absence were received from Tina Robinson. Apologies were accepted by the LGB. Raphael Miller and Renata Petrasova were absent from the meeting. 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. All Governors present signed a new annual declaration of business interest form. Governance Professional to ensure annual declaration of business forms are completed by those absent from the meeting. Terms of Reference and monitoring roles to be addressed in the next meeting when all Governors are in attendance.</p>
3	<p><u>Minutes from Term 4 Published on Website</u> The Governance Professional confirmed the minutes from the meeting held in Term 4, Thursday 17th March 2022 have been published on the school website.</p>
4	<p><u>Approve Minutes from the previous meeting held in Term 6 – Thursday 16th June 2022</u></p>
4.1	<p><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 16th June 2022 were approved as a true and accurate record. The Chair of Governors signed the minutes to reflect this.</p>

4.2	<p><u>Matters Arising/Action Points</u></p> <ul style="list-style-type: none"> - Governors discussed agenda item six, Head Teacher Report from the previous LGB minutes. Governors acknowledged that data was not available in the previous meeting to support the outcomes from school-led tutoring but requested data to be presented in the next LGB meeting. - An action from the Safeguarding Audit highlighted that DSL duties require adding to job descriptions for those it affects. This will be implemented when job descriptions are reviewed this term.
5	<p><u>School Improvement Plan Review 2021 - 2022</u></p> <p>The School Improvement Plan (SIP) Review for 2021-2022 was sent to Governors prior to the meeting. A Governor asked the Headteacher if they felt they were on target for meeting the long-term aims and objectives in the SIP for 2024. The Headteacher commented good progress has been made so far with some of the long-term objectives. It was noted it is likely for there to be some additions made to the long-term priorities as appropriate and the removal of others as some objectives are met much sooner.</p> <p>The priority for Quality of Education has focussed on the Teaching and Learning Strategy over the last two years which has outlined the foundations for the School Improvement Plan. The Teaching and Learning Strategy has been embedded and therefore, the focus for the coming year will be to ensure all expectations are being met. Assessment and outcomes will be monitored as part of this.</p> <p>The new RSE Policy has been embedded and taught for a year now. More work is required around diversity and ensuring it is embedded into the curriculum appropriately.</p> <p>The Headteacher informed Governors that key stage two outcomes will require a continued emphasis this year to ensure KS2 attainment is greater than this year. Key stage two data will be discussed further in the meeting, under agenda items eight and nine.</p> <p>The new Citizenship Programme has not been implemented as per the 2021-2022 SIP. Due to the Covid-19 Pandemic, the Trust was unable to move forward with this. This will therefore, be part of the SIP for 2022-2023. A Governor asked what the new Citizenship programme would incorporate. It would be a programme which allows children the opportunity to contribute to their community and to value themselves as part of the community. It will aim to improve pupils self-esteem, confidence and social awareness.</p>
6	<p><u>Policies</u></p> <p>The Behaviour Policy and Anti-Bullying Policy were sent to Governors prior to the meeting.</p> <p>6.1 <u>Behaviour Policy</u></p> <p>The Behaviour Policy has had some significant changes. The new policy has had the ‘golden rules’ removed and replaced with values-based rules. ‘Golden Time’ has been also been removed, with a new behaviour reward system in place. All children start in the middle of a class behaviour chart, allowing all children the opportunity to work both up and down the behaviour chart. This provides the opportunity for children to move back up the chart if behaviour improves, which the previous Behaviour Policy did not allow for. This policy has been approved by the Executive Headteacher.</p> <p>The Staff Governor commented he has seen an improvement in children’s behaviour in class, really putting in the extra effort to move up the chart. It was also noted the Behaviour Policy is only applicable to those children who are able to access it. There are other children who have individual behaviour plans to accommodate their specific needs.</p> <p>Governors complemented and approved of the new Behaviour Policy, commenting there is a clear vision for all and takes a very positive approach.</p>

6.2	<p><u>Anti-Bullying Policy</u></p> <p>The Anti-Bullying Policy was reviewed in the summer of 2022. Small amendments have been made to ensure it reflects the Diana Award Anti-Bullying Ambassadors programme and the approach which is implemented in the school. The Governing Body acknowledged they had been made aware of the updated Anti-Bullying Policy which is in place.</p>
7	<p><u>Safeguarding Training</u></p> <p>Governors were given safeguarding training based on the new updated safeguarding guidance from Keeping Children Safe in Education 2022 and how the training is put into practice in school. All Governors were requested to read Keeping Children Safe in Education. Governors are required to sign to say this has been read and understood. Governance Professional to ensure those Governors absent from the meeting receive the safeguarding training and Keeping Children Safe in Education 2022.</p>
8	<p><u>Data</u></p> <p>Governors were provided with an overview of the 2022 statutory assessments prior to the meeting.</p> <p>8.1 <u>Key Stage Two Statutory Assessments</u></p> <p>The Key Stage two combined (Reading, Writing and Maths) data for Priory Fields is below the national average in all subjects, for all children. However, it was commented that 100% of those children who were in receipt of school-led tutoring made good or better progress.</p> <p>The Headteacher provided the LGB with some context for the Year 6 2022 cohort. Within the cohort, 34% of children had English as an Additional Language (EAL) and 29% had Special Educational Needs (SEN). Some individuals were both EAL and had SEN. Not one Gypsy Roma child (eleven children) achieved the combined standard. Covid obviously has had an impact on progress, particularly as not all children consistently accessed home learning. In addition to this, many families communicate in their home language and not English whilst at home; this is likely to have impacted pupil progress. Governors requested the Headteacher to investigate whether there are any comparisons of disadvantaged data available for the school to use as a comparison.</p> <p>Of the 32 children who are pupil premium, 11 of those children are also Gypsy Roma Traveller (GRT) and therefore are exposed to multiple vulnerabilities. 7 of those children also have persistent absence. A Governor asked if mobility was also high. The Headteacher confirmed it was higher than most schools but it had been stable in comparison to other years at Priory Fields.</p> <p>Five children missed the pass mark by a very minimal amount needed, to secure the expected standard in Maths. Writing scores were better than the SATs scores; this is likely to be due to the writing assessments being carried out later in the term.</p> <p>A Governor asked what is being implemented for the children in school now. The Headteacher feedback to Governors that lots of plans are being created or put into place. Children were identified early for school-led tutoring and children have already begun their tutoring sessions. Staff meetings have been set up to work in year groups, focussing on checking pupils work to ensure the correct coverage is in place. The Headteacher commented further that the three-class approach in year six has been put into place this academic year and expressed this needs to be kept in place to support good progress. The three-class approach had to be withdrawn last year due to staffing issues across the Trust. In 2019 pre covid, the combined expected was targeted at 57%, Governors requested data predictions for the new cohort to be shared in the next meeting.</p> <p>8.2 <u>Year 4 Times Tables Tests</u></p> <p>The maximum number of marks possible for the times tables tests is twenty-five. 35% (19/55) of the cohort achieved the maximum marks possible. 36% of the (20/55) cohort achieved 20-24 marks and 13% (7/55)</p>

8.3	<p>of children achieved 15-20 marks. The Headteacher commented the results are a reflection of a strong year four teaching team.</p> <p><u>Key Stage One Statutory Assessments</u> The results for Key Stage One are outlined below: Reading – 57% Writing – 56% Maths – 68% The assessments for KS1 were close to meeting the national standard.</p> <p>63% of children passed the Year One Phonics Screening, with 60% of children passing in Year Two. This has resulted in 86% of children passing the Phonics Screening by the end of Key Stage One.</p>
9	<p><u>Draft School Improvement Plan 2022 – 2023</u> The draft SIP for 2022-2023 was tabled during the meeting. The meeting time was used to go through the headlines of the SIP and identify the areas which require monitoring by the LGB. Tasks identified which will require monitoring by Governors are outlined below:</p> <ul style="list-style-type: none"> - Monitor staff meetings and the year group focus approach which is being adopted this year. - Monitor Class Reviews - Pupil voice based on anti-bullying and safeguarding - Staff voice for Assistant Headteachers roles and responsibilities, monitoring and well-being. - Early Years - Follow-up monitoring of Knowledge Organisers. <p>Governors were requested to read through the SIP and send any questions related to the Governance Professional or Headteacher.</p>
10	<p><u>Feedback from LGB Monitoring</u> The monitoring report based on the use of Knowledge Organisers was tabled during the meeting. Knowledge Organisers are used for the Creative Curriculum and PSHE. The monitoring Governor informed the LGB that the whole approach is research based and has been really well embedded in the school. It was identified there is a little more work required on some Knowledge Organisers to ensure there is a uniform approach across the school. An area for development identified during the monitoring visit was ensuring all Knowledge Organisers are accessible by all children, ensuring those with additional needs can confidently access their Knowledge Organiser.</p>
11	<p><u>Planned Monitoring</u> Following the Draft SIP for 2022-2023, the following actions were identified for Governor monitoring:</p> <ul style="list-style-type: none"> - Send Governors the Staff Meeting Schedule. - Send dates for Class Reviews in Term 2. - Arrange a date for pupil voice to take place (MB). - Governors to inform Headteacher/Governance Professional if they're able to attend the monitoring days on the 11th or 13th November. - Monitor Early Years (TC)
12	<p><u>Any Other Business</u> <u>Complaints Policy</u> Governors were informed the Complaints Policy had been updated to come in line with recent guidance. Governors were directed to page five which demonstrates the different stages and processes a complaint</p>

	should go through. Governors were reminded it is important the correct stages are followed to avoid any possible conflict of duties.
13	<u>Confidentiality of Proceedings</u> No matters of a confidential nature were discussed in the meeting.
14	<u>Publication of Minutes</u> These minutes will be approved and agreed at the next LGB meeting which will take place on Tuesday 22 nd November at 4pm. It was agreed this meeting would be face-to-face and not virtual as stated on the schedule.

<u>Action Points</u>	
	<p>2. Governance Professional to follow up declaration of business interest forms for absent Governors.</p> <p>2. Terms of Reference and monitoring roles to be addressed in the next meeting when all Governors are in attendance.</p> <p>4.2. Tutoring data to be presented at the next LGB meeting.</p> <p>7. Governance Professional to ensure those absent from the meeting complete safeguarding training and Keeping Children Safe in Education 2022.</p> <p>8. Governors requested the Headteacher to investigate whether there are any comparisons of disadvantaged data available for the school to use as a comparison.</p> <p>8.1. KS2 Data predictions for the new cohort to be shared in the next meeting.</p>

Minutes taken by Governance Professional, Katie Banes

Signed by Chair of Governors: Henry Coates Date: 7/2/23

Henry Coates