



Priory Fields School
Local Governing Body Meeting
Tuesday 30th January 2024
Head Teacher: Miss Casey Hall

Minutes of the Local Governing Body Meeting

held on Tuesday 30th January 2024 at Priory Fields School at 4pm

Governors Present: Malcolm Bowler, Roanna Brett, Henry Coates (Chair of Governors), Casey Hall (Acting Headteacher), Alison Mackintosh (Vice Chair of Governors), Shelley Yalden

Others Present:

Governance Professional: Katie Banes

1	<u>Welcome, introductions, resignations and apologies</u> Governors were welcomed to the meeting. Apologies for absence were received from Pavel Gina. Apologies for absence was also made by the associate Governors, Claudia Marsh and Shara Wheeler. Governors present accepted apologies for absence. The meeting was confirmed to be quorate.
2	<u>Declaration of Business and Pecuniary Interests</u> Governors were given the opportunity to declare any interests against this agenda. No new declarations of business interests were made.
3	<u>Minutes from Term 1 Published on Website</u> The Governance Professional confirmed the minutes from the meeting held in Term 1, Tuesday 3 rd October 2023 have been published on the school website.

<p>4</p> <p>4.1</p> <p>4.2</p>	<p><u>Approve Minutes from the previous meeting held in Term 2 – Tuesday 21st November 2023</u></p> <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 Tuesday 21st November 2023 were approved as a true and accurate record.</p> <p><i>The Chair of Governors signed the minutes to reflect this.</i></p> <p><u>Actions</u></p> <ul style="list-style-type: none"> - Organise for MB, SY and PG to complete safeguarding training. <i>The Governing Professional confirmed all Governors have completed safeguarding training.</i> <i>It was also confirmed that MB had completed Safer Recruitment Training.</i> - Outcomes from Parent Survey to be shared with Governors. <i>HT to work on results from the parent survey, ready to share with Governors.</i> - HC to monitor Quality of Education <i>New date has been scheduled to carry this out.</i> - MB/PG to carry out parent voice as part of Behaviour and Attitudes monitoring. <i>To be completed at Parent Consultations in March.</i> - AM to monitor EYFS. <i>This has been completed and will be covered later within the meeting agenda.</i>
<p>5</p>	<p><u>Governance</u></p> <p><u>Governor Code of Conduct</u> The Governor Code of Conduct was made available to Governors prior to the meeting. The Governance Professional expressed the importance of the Code of Conduct and how vital it is that all Governors adhere to the Governor Code of Conduct. All Governors present signed a copy of the Code of Conduct. <i>Governance Professional to ensure PG signs a copy of the Code of Conduct.</i></p>
<p>6</p>	<p><u>Ofsted Updates</u></p> <p>Governors were informed that Ofsted Inspections had been paused, as a result of the inquest of the death of Ruth Perry, who took her own life whilst awaiting the Ofsted report following an inspection at her school. The inquest deemed that Ofsted had significantly contributed to her death and felt that further deaths could arise if further changes are not made.</p> <p>Changes which have been introduced or amended consist of the following:</p> <ul style="list-style-type: none"> - Staff are allowed to have an additional colleague with them as support during Ofsted inspections. - The safeguarding and well-being of all staff should be considered throughout the whole inspection process. - A new Ofsted Code of Conduct has been issued outlining expectations of all parties involved during an Ofsted inspection. - Under exceptional circumstances, there could be the opportunity to defer an Ofsted inspection. - If during an inspection, evidence required is unable to be gathered, inspections can be paused for up to five working days. - There is a duty of care placed on inspectors. Any concerns should be raised and referred to the appropriate responsible body.

7	<p><u>Local Update – KCC Locality Model Consultation for SEND</u></p> <p>KCC recently published a SEND consultation document. The consultation period for responses to the proposals made has been active from 29th November 2023 to 24th January 2024. Following this, responses will be analysed and compiled into a consultation report.</p> <p>The proposed model would mean SEN support and services would be accessed via 'Clusters'. Each Cluster would have a panel which would consist of SENCOs, Headteachers and other school leaders from mainstream primary and secondary schools. Panel members would then advise how SEN needs could be met locally in the most effective way. There would also be a 'Team around the Cluster', which would include KCC commissioned service providers and other agencies to support families. The proposed funding also includes possible changes to funding allocations.</p> <p>The aim is that KCC would ensure a greater proportion of children and young people with SEN can access a high-quality, inclusive education, within a mainstream setting.</p> <p>Governors were informed that the consultation documentation had been sent to all parents from the schools within the Trust. Along with this, SENCOs and leaders from the Trust have made their own responses to the consultation and shared their own concerns surrounding the proposed changes.</p>
8	<p><u>Science Deep Dive Feedback</u></p> <p>The Science Lead gave Governors a brief overview of the Deep Dive process and outcomes which took place in the Autumn term.</p> <p>Science lessons across the whole school were observed. Observations demonstrated staff using questioning well in some classes and confirmed children were using age and stage appropriate vocabulary. Children appear excited about Science and learning new things. Evidence was seen to show Knowledge Organisers are being used by the children.</p> <p><u>Next Steps</u></p> <p>The Science Lead highlighted the following areas, which will be focussed on next:</p> <ul style="list-style-type: none"> - Ensuring teachers are using adaptive teaching and appropriate resources to access the Science curriculum. - Ensure any misconceptions are addressed and checked via the use of retrieval practice. - Make sure effective questioning is used to ensure knowledge is embedded. - Develop the way work is recorded, enabling a variety of methods to be used to support all pupil needs. - Explore assessment of greater depth in Science. - Following the Ofsted White Paper, the Science team need to review the allocated time to Science to ensure the appropriate time is spent on Science. <p>The Science Lead went on to explain teachers follow the medium term plan, which ensures the delivery of teaching scientific skills is included and the intent is evident.</p>
9	<p><u>Headteacher Report</u></p> <p>The Headteacher report was made available to Governors prior to the meeting.</p> <p>It was highlighted that pupil attendance had deteriorated since term two. A Governor asked if there had been any particular patterns with regards to absence. It was stated that absence continued to be due to a number of reasons. Priory Fields has subscribed to the Attendance Hub, which is where correspondence from other schools who have managed to improve their attendance, share initiatives which has been successful.</p>

	<p>The school has been working with a small group of families to support individuals coming to school. A Governor asked who is carrying out the responsibilities for attendance in the absence of the FLO (Family Liaison Officer). Governors were informed the Assistant Headteacher (AHT) is overseeing attendance until the new FLO is able to start at Priory Fields. The AHT has been working with the School Liaison Officer (SLO) to address persistent absentees and following the process for issuing fines, where appropriate. It was highlighted that there is often the misconception that the school are issuing the fines and benefiting from payments. It was reiterated that it is Kent County Council who issue the fines and receive the payments made. The national attendance data, as of 12th January is 94.7%. Priory Fields whole school attendance is below national, at 92.95%; it was agreed an in-depth analysis of attendance would be completed.</p> <p>Along with some support staff absence, there has also been absence from teachers, which has had a particular impact on various groups of children. The Headteacher reminded the Governing Body that the school must provide adequate provision for pupils who are unable to access the curriculum within the mainstream classroom. This means there are staff working on a much lower staff ratio in order to ensure a safe working environment for both the children and staff. Governors acknowledged this can make the job difficult for both teaching and support staff; the Headteacher commented that staff work together well as a team, ensuring staff are allocated to the needs of the children. Governors requested staff well-being monitoring is planned to take place.</p> <p>Governors were made aware of an omission within the staffing section of the Headteacher Report. The Headteacher informed Governors, she is due to go on maternity leave before the end of term three, but intends to return to school for the next LGB meeting.</p>
10	<p><u>Pupil Premium Strategy</u></p> <p>The review of the 2022-2023 Pupil Premium Strategy was made available to Governors prior to the LGB meeting.</p> <p>The final year of the three-year plan of the Pupil Premium Strategy for 2023-2024 was tabled during the meeting.</p> <p>Governors did not have any further questions regarding the review of the Pupil Premium Strategy, or the new strategy for 2023-2024.</p> <p>Governors were requested to send any questions which may arise following the meeting via email.</p>
11	<p><u>School Evaluation Form (SEF)</u></p> <p>The Headteacher went through some key statements from the SEF for Behaviour and Attitudes and Personal Development, stating how the school can demonstrate the items within the SEF.</p> <p><u>Behaviour and Attitudes</u></p> <p>The SEF states "For children who are beyond the scope of our behaviour policy, clear pastoral support plans or personalised provision plans are in place and we implement a range of strategies to support their learning, including the use of the Farm provision and recently developed Nurture Provision. Advice from specialist teachers and educational psychologists is used to support effective provision for these pupils."</p> <p>This statement is reflected by the following actions and processes carried out:</p> <ul style="list-style-type: none"> - A new, user friendly template has been designed and used for Pastoral Support Plans. The new format enables them to be easily read and understood by any member of staff; making the child's triggers and support methods available rapidly.

- Training has been delivered to the large majority of staff to allow staff to understand the impact of neurodiversity on behaviour.
- The new Nurture group provision has been implemented since term one. The main aim is to reintegrate children back into the classroom. Some children have begun a phased return back into the classroom.
Governors requested further data to demonstrate the impact of the nurture provision. This will be completed for the next meeting.
- A group of children, who were at high risk of suspension, has been accessing the farm provision once a week. Since participating in the farm provision, no suspensions have been issued to any of these children.

"Leaders, staff and pupils create a positive environment in which pupils feel safe; bullying, discrimination, sexual harassment and abuse either online or offline is not tolerated."

- The Anti-Bullying Policy ensures any allegations are dealt with swiftly and thoroughly.
- The Diana Anti-Bullying programme ensures children have the knowledge and confidence to recognise what is and is not bullying behaviour.
- A child-friendly anti-bullying policy has been created and shared.
- Recent safeguarding audits evidence that pupils feel safe and any bullying concerns are dealt with quickly.

Leaders will continue to reintegrate children within the Nurture provision back into the classroom, so they can access the curriculum and make good progress.

High Needs Funding will be sought after for children requiring extra support above and beyond the notional budget.

The school will continue to use external resources, such as a local Police representative to support the delivery of anti-bullying and online safety sessions for both children and parents.

Personal Development

The SEF states:

"Through a review of our Collective Worship and Assembly programme we have developed a new assembly planner with complementary talk-time sessions to ensure that children have opportunities to explore social, cultural and spiritual awareness and the development of character. The plans also reflect our local context, the school and the wider world where themes such as the Human Rights Agenda and the United Nations Conventions are explored."

- The second year of the assembly planner is in place, which builds upon the themes from the first year of the assembly planner.
- Local context has been integrated into the planner to ensure relevant topics are covered for pupils, such as rail and sea safety.
- School values continue to be a focus, with links made to real life examples, which are meaningful to children.


"Links with our local community Police Officers has enabled identified children to access the mini Police Cadet and mini medics programmes; developing children's understanding of responsibility towards others and the community, safety, bullying, being an upstander and an understanding of basic First Aid."

	<ul style="list-style-type: none"> - The Police Cadets programme has been successful. Pupils talk about the programme positively and know how they would respond to different first aid incidents and incidents involving negative behaviour within the school and its community. - A parent workshop has been planned to be delivered by a local Police representative to cover the risks in the local community, including county lines and exploitation. <p>"Pastoral support is good. Twice weekly talk time sessions enable pupils to discuss and explore our values and what they mean in our everyday lives in school, and how they contribute to being a good citizen as part of the local community and wider society. Our SEMH champion supports children that require programmes (such as THRIVE) to help regulate their emotions and supports any pupils who are experiencing difficulties. We use restorative approaches to enable pupils to reflect and find solutions to issues that they experience. The Zones of Regulation has begun to be implemented as a whole class approach to supporting emotional literacy and self-regulation."</p> <ul style="list-style-type: none"> - Values Advocates take an active role in school, promoting the school values and in particular, the Values Assembly. - Zones of Regulation is supporting children to develop their emotional literacy skills and is supporting self-regulation for children with social, emotional and mental health (SEMH) difficulties. - Additional provision has been put in place for targeted groups to help meet needs for children with SEMH needs. This includes yoga, mindfulness, Thrive, lego therapy and lunch clubs. <p>The next steps for Personal Development are:</p> <ul style="list-style-type: none"> - To continue to develop the Assembly Planner to ensure it is responsive to the needs of the children, school and local community. - Continue to plan the Citizenship programme. - Ensure parents and children understand risks within the community and feel well supported to approach the vulnerabilities in the community.
12	<p><u>Governor Monitoring</u></p> <p><u>EYFS Monitoring</u></p> <p>The EYFS monitoring report was sent to Governors prior to the meeting.</p> <p>During the monitoring, the Governor viewed the key performance indicators and SEF for the Early Years. It was noted that Guided Reading had been changed to Drawing Club; the change of name has promoted a higher level of engagement in reading for the children.</p> <p>The environment has been enriched with resources to support the development of vocabulary and language.</p> <p>Observations in EYFS were shown confirm children were fully engaged within their learning activities.</p>
13	<p><u>Planned Governor Monitoring</u></p> <p>The following areas of governor monitoring to take were planned as outlined below:</p> <ul style="list-style-type: none"> - Behaviour & Attitudes Parent Voice at Parent Consultations – 06.03.24 MB/PG - Reading Ropes Monitoring – HC - PE Deep Dive – Date TBC - Staff well-being monitoring – HC - Monitor Farm Provision – AM (After April)
14	<p><u>Safeguarding</u></p> <p>Governors were shown an overview of the safeguarding CPD topics that are shared with staff at weekly staff meetings.</p>

	It was agreed any electronic safeguarding material would be added to Teams for Governors to view.																						
15	<p><u>Any Other Business</u></p> <p>Governors agreed the amendments to the Governor roles and responsibilities within the Terms of Reference as stated below:</p> <table border="1"> <tr> <td>Chair of LGB</td><td>Henry Coates</td></tr> <tr> <td>Vice Chair of LGB</td><td>Alison Mackintosh</td></tr> <tr> <td>Governance Professional</td><td>Katie Banes</td></tr> <tr> <td>SEND</td><td>Roanna Brett</td></tr> <tr> <td>Child Protection / Safeguarding</td><td>Malcolm Bowler Pavel Gina</td></tr> <tr> <td>Pupil Premium</td><td>Roanna Brett</td></tr> <tr> <td>Quality of Education</td><td>Malcolm Bowler Henry Coates Pavel Gina Shelley Yalden</td></tr> <tr> <td>Personal Development</td><td>Alison Mackintosh</td></tr> <tr> <td>Behaviour and Attitudes</td><td>Malcolm Bowler Pavel Gina</td></tr> <tr> <td>Leadership and Management</td><td>Henry Coates Shelley Yalden</td></tr> <tr> <td>EYFS</td><td>Alison Mackintosh</td></tr> </table>	Chair of LGB	Henry Coates	Vice Chair of LGB	Alison Mackintosh	Governance Professional	Katie Banes	SEND	Roanna Brett	Child Protection / Safeguarding	Malcolm Bowler Pavel Gina	Pupil Premium	Roanna Brett	Quality of Education	Malcolm Bowler Henry Coates Pavel Gina Shelley Yalden	Personal Development	Alison Mackintosh	Behaviour and Attitudes	Malcolm Bowler Pavel Gina	Leadership and Management	Henry Coates Shelley Yalden	EYFS	Alison Mackintosh
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16	<p><u>Confidentiality of Proceedings</u></p> <p>Governors agreed no items of confidentiality were raised during the meeting.</p>																						
17	<p><u>Publication of Minutes</u></p> <p>The next LGB meeting will be held on Tuesday 12th March 2024 at 4pm, at which these minutes will be reviewed and approved.</p>																						

<u>Action Points</u>
<ul style="list-style-type: none"> - <i>Governance Professional to ensure PG signs a copy of the Code of Conduct.</i> - <i>In-depth analysis of attendance to be completed.</i> - <i>Schedule staff well-being monitoring to take place.</i> <p><i>Governors requested further data to demonstrate the impact of the nurture provision. This will be completed for the next meeting.</i></p>

Minutes taken by Governance Professional, Katie Banes

Signed by Chair of Governors:  Date: 12/3/24

Henry Coates