



Priory Fields School
Local Governing Body Meeting
Tuesday 4th February 2025
Head Teacher: Miss Casey Hall

Minutes of the Local Governing Body Meeting

held on Tuesday 4th February 2025 at Priory Fields School at 4:15pm

Governors Present: Malcolm Bowler (Vice Chair of Governors), Henry Coates (Chair of Governors), Casey Hall (Headteacher), Aimee Lucas, Alison Mackintosh, Shara Wheeler (Assistant Headteacher), Shelley Yalden

Others Present: Jamie Ellis (Maths Lead)

Governance Professional: Katie Banes

1	<p><u>Welcome, introductions, resignations and apologies</u> Governors were welcomed to the meeting. Pavel Gina was absent from the meeting, explanation for absence had been received. Apologies for absence was accepted by the LGB and the meeting was confirmed to be quorate.</p>
2	<p><u>Update Annual Declaration of Business Interests/Business Interests Against this Agenda</u> Governors were given the opportunity to declare any new business interests and/or declare any pecuniary interests against this agenda. No declarations of business interests were made against this agenda.</p>
3	<p><u>Minutes from Term 1 LGB Meeting Published on the Website</u> The Governance Professional confirmed the minutes from the meeting held on Tuesday 8th October 2024 in Term 1, have been published on the school website.</p>

<p>4</p> <p>4.1</p> <p>4.2</p>	<p><u>Approve Minutes from previous LGB Meeting in Term 2 –Tuesday 26th November 2024</u></p> <p>Approval of Minutes</p> <p>Previous minutes were made available to Governors prior to the LGB meeting. The minutes of the Local Governing Body meeting held on Tuesday 26th November were approved as a true and accurate record.</p> <p><i>The Chair of Governors signed the previous minutes to reflect this.</i></p> <p><u>Actions</u></p> <p>- Governance Professional to organise Handwriting and Behaviour Pupil Voice monitoring. <i>This has been actioned and will be addressed under agenda item number nine eight .</i></p>
<p>5</p> <p>5.1</p> <p>5.2</p>	<p><u>Ofsted/Local School Updates</u></p> <p>Department for Education (DfE) Attendance Expectations</p> <p>The DfE has implemented new expectations regarding attendance reporting which has to be adhered to by all education establishments. The focus is on ensuring all schools maintain accurate and timely reporting of student attendance figures. Schools are required to ensure data is presented to Governors on a regular basis and not just at the end of the school year. This change aims to promote accountability and enhance the support provided to children, particularly those struggling with attendance.</p> <p>Accurate attendance reporting not only ensures compliance with DfE regulations but also plays a crucial role in the overall educational outcomes for students. It supports schools to identify patterns of absence and to implement early intervention strategies for those at risk of falling behind. Sharing detailed reports with governors, performance can be assessed, and strategic plans can be developed to improve attendance rates.</p> <p>The DfE have designed a tool which provides an overview of individual school attendance data. Filters can be used to view different vulnerable groups and different categories; the data available provides an overview up to and including the previous date to that of viewing. Unfortunately, at the time of the meeting the data on the DfE website was not accurate and therefore live data was unable to be compared from the DfE website.</p> <p>The school are working with project families to attempt to reduce the barriers to school attendance for some individuals. The school are also promoting positive engagement for children in school, particularly for those children who are persistent absentees/have poor attendance. There is an 'on time' team of children who help support the attendance team, promoting regular attendance with rewards for children attending school. As attendance improves for individuals, school staff are initiating positive conversations with parents and highlighting the positive impact the improvement attendance is having on the individuals.</p> <p>It was highlights that children under the age of five (in Early Years Foundation Stage) are of non-compulsory school age and therefore this can sometimes pose additional challenges. Governor monitoring of attendance to take place in term five or six.</p>
<p>6</p>	<p><u>Pupil Premium</u></p> <p>The Pupil Premium Strategy Review and new Pupil Premium Strategy for 2024 – 2027 were made available to Governors prior to the LGB meeting.</p> <p>Pupils eligible for free school meals and pupil premium is high at Priory Fields; the protection of eligibility is still in place whilst the implementation of universal credit is being rolled out. The national average percentage of children eligible for pupil premium is 25%. At Priory Fields, 65% of children are pupil premium. The more pupil premium children there are, the vaster the challenges and barriers to learning</p>

	<p>are. Pupil roll numbers are much lower than seen previously; this results in less funding but the same challenges.</p> <p>A Governor asked if the School Improvement Lead’s involvement is supporting tackle pupil premium and the challenges faced. It was confirmed that the School Improvement Leads are supporting at varying levels across the school; in particular, the implementation of White Rose and Drawing Club/Curious Quest.</p>
7	<p><u>School Strategic Plan</u></p> <p>The updated School Strategic Plan (SSP) was made available to Governors prior to the LGB meeting. The Autumn action plan has been reviewed, and the Spring action plan devised.</p> <p>The leadership team have been religious in sticking to the core priorities for English and Maths. All staff meetings have been and will continue to be centred around the school priorities; English and Maths.</p> <p>The review highlights good progress is being made in English and Maths. Governors were informed data would be available to Governors in the Headteacher Report at the next LGB meeting.</p>
8	<p><u>Governor Monitoring</u></p> <p>Behaviour Pupil Voice monitoring report was tabled during the meeting and a verbal update was provided to Governors following the Handwriting monitoring.</p>
8.1	<p><u>Behaviour Pupil Voice</u></p> <p>MB carried out pupil voice with children from all year groups, except year five. All children were able to identify and explain the school values.</p> <p>Children feel safe in school and supported by their teachers to be safe in school.</p> <p>Fire drills take place regularly and children are aware of techniques staff may use to support all parties if disruptions are experienced due to behaviour.</p> <p>Children still appear heavily invested in the new token reward system and working hard to achieve tokens to earn their values badges.</p> <p>Children are aware what bullying is and how to report any concerns for bullying in school.</p>
8.2	<p><u>Handwriting Monitoring</u></p> <p>A verbal update was provided to Governors following the very recent Handwriting monitoring.</p> <p>A range of handwriting samples were viewed as part of the monitoring. The overall quality of handwriting is good and progress since the beginning of the year is evident, with children taking much more pride in their work.</p> <ul style="list-style-type: none"> - Children engage in handwriting regularly and complete discreet handwriting tasks within other subjects. - Some inconsistencies were seen in upper key stage two. It was noted that some year groups would not have had the same provision for the Write Well handwriting scheme, as it has only been in place for a short period of time and not yet fully embedded.
9	<p><u>Curriculum Update – Maths</u></p> <p>Maths Leads provided Governors with an update of the Maths curriculum and implementation of White Rose so far.</p>

Teachers were introduced to White Rose in July 2024; staff started by closely following the White Rose planning and resources to teach their Maths lessons. Staff are now feeling more confident with White Rose and have started to adapt their lessons along the way to make them more suitable.

Other changes have included:

- Using the White Rose Maths work books, rather than traditional Maths books.
- Using Flashback 4; which involves completing four questions related to previous learning.
- As a result of listening to staff voice, teachers are adapting planning using the new planning format.
- Mastery approaches are being used in year three and four.

A Governor asked if White Rose allows opportunities to challenge greater depth. It was explained that there are resources for deeper questioning and reasoning to promote greater depth.

Since term two, year one and two have been able to access infinity resources to support pupil progress. Pupil progress has highlighted that children are enjoying the new format of White Rose and using the new work books.

There is a TA Hub section on White Rose which is a resource support bank for staff to access and use to support lessons and interventions with children.

Times Tables Rockstars (TTRS) had a relaunch on 'Number Day', which really positively engaged all children in Maths for the day. '

Year four have been working hard on their multiplication tables check (MTC), with staff working to identify and eliminate any barriers for pupils. For example, it was noted that the type of device pupils are using and practising on could have an impact on the end results. Therefore, staff are working hard to ensure accessibility is easier for all children.

10 **Safeguarding Update**

All schools in the Trust participate in seasonal safeguarding audits carried out by the CEO. A summary of the strengths and next steps were shared with the LGB:

10.1 **Strengths**

- The single central record was up to date, fully compliant, with good practice of safer recruitment processes followed.
- Regular update training is provided to staff, with termly safeguarding letters sent out to all staff.
- Risk assessments are completed appropriately and through the use of the IOSH approach.
- There were no outstanding actions / items for review on CURA.
- Termly, minuted meetings taking place with more frequent catch-ups. Actions are assigned to a specific person.
- Children feel safe in school and say that school teaches them to be safe and were able to give several examples to support this. Children feel there isn't much bullying in the school and any potential cases are dealt with promptly by staff. If children have any concerns regarding bullying, they know who they can approach to help.
- Attendance is monitored regularly, with any concerns remaining a focus.
- Bullying logs, racial incidents and accident records are kept up to date.
- Children have regular fire drills and safe inside practice, which helps them feel safe.
- Children have access to worry boxes and feel they can speak to staff about any concerns they may have.

10.2	<p><u>Next Steps</u> Some of the next steps were identified as:</p> <ul style="list-style-type: none"> - Ensure safeguarding meeting minutes are consistent and on one ongoing document. - Continue transferring the Bullying Log to a folder and establish the use of the concern/complaint form for bullying. - Chase outstanding references for new recruits. - Ensure all risk assessments follow the same IOSH format. <p>An external safeguarding audit will be carried out in March 2025.</p>
10.3	<p>Governors were informed that the subscription for the online safeguarding platform, CURA is due to expire in March 2025. The Trust will be moving to a new system called CPOMS, which will allow for a wider range of use and enhance communication and view data trends for different categories.</p>
11	<p><u>Any Other Business</u> No items of any other business were discussed.</p>
12	<p><u>Confidentiality of Proceedings</u> Items of a confidential nature were not discussed within the meeting.</p>
13	<p><u>Publication of Minutes</u> These minutes will be approved and published following the next meeting held on Tuesday 1st April 2025 at 4:15pm.</p>

<u>Action Points</u>	
-	<i>Governance Professional to arrange attendance Governor monitoring with MB to take place in term 5 or 6.</i>

Minutes taken by Governance Professional, Katie Banes

Signed by Chair of Governors: Henry Coates Date: 2/4/25

Henry Coates