



**PRIORY FIELDS  
SCHOOL**

## **Priory Fields School**

### **Local Governing Body Meeting**

**Thursday 9<sup>th</sup> October 2025**

**Head Teacher: Miss Casey Hall**

#### **Minutes of the Local Governing Body Meeting**

**held on Thursday 9<sup>th</sup> October 2025 at Priory Fields School at 4:15pm**

**Governors Present:** Malcolm Bowler (Vice Chair of Governors), Henry Coates (Chair of Governors), Casey Hall (Headteacher), Alison Mackintosh, Keith Woods, Shelley Yalden

**Others Present:** Ruth Bishop (Trust EYFS Lead)

**Governance Professional:** Katie Banes

1	<p><b><u>Welcome, introductions, resignations and apologies</u></b> Governors were welcomed to the meeting. Keith Woods was also welcomed as a newly appointed Staff Governor.  No apologies received; all Governors present.</p>
2	<p><b><u>Annual Declaration of Business Interests Update/Business Interests Against this Agenda</u></b> Governors were given the opportunity to declare any new business interests and/or declare any pecuniary interests against this agenda. HC updated his business interests as he is working as a Supply Teacher for GSL Education. No other declarations of business/pecuniary interests were raised. As part of the annual update, all Governors signed their business interest forms.</p>
3	<p><b><u>Election of Chair and Vice Chair of Governors</u></b> <b><u>Chair of Governors</u></b> Henry Coates nominated himself to continue in the role of Chair of Governors. No other nominations were received for the role of Chair of Governors. <b><i>All Governors present agreed to the election of Henry Coates as Chair of Governors for Priory Fields Local Governing Body</i></b> <b><u>Vice Chair of Governors</u></b> Malcolm Bowler put himself forward for the position of Vice Chair of Governors, and no further nominations were received.</p>

	<b><i>All Governors present agreed to the election of Malcolm Bowler as Vice Chair of Governors for Priory Fields Local Governing Body.</i></b>
4	<p><b><u>Minutes from Term 4 LGB Meeting Published on the Website</u></b></p> <p>The Governance Professional confirmed the minutes from the meeting held on Tuesday 1<sup>st</sup> April 2025 in Term 4, have been published on the school website.</p>
5	<p><b><u>Approve Minutes from previous LGB Meeting in Term 6 –Tuesday 1<sup>st</sup> July 2025</u></b></p>
5.1	<p><b>Approval of Minutes</b></p> <p>Previous minutes were made available to Governors prior to the LGB meeting.</p> <p>The minutes of the Local Governing Body meeting held on Tuesday 1<sup>st</sup> July 2025 were approved as a true and accurate record.</p> <p><b><i>The Chair of Governors signed the previous minutes to reflect this.</i></b></p>
5.2	<p><b><u>Actions</u></b></p> <p>- <b><i>Chair of LGB to write letter to PG.</i></b></p> <p><i>Governors were informed this has been carried out and PG has acknowledged receipt.</i></p> <p>- <b><i>School to advertise for a new Staff Governor.</i></b></p> <p><i>This was completed; a new Staff Governor has been appointed.</i></p>
6	<p><b><u>Ofsted/Local School Updates</u></b></p> <p><b><u>New Ofsted Framework</u></b></p> <p>Ofsted are replacing the single overall grading for schools with a report card system.</p> <p>The report card will feature a 5-point grading scale for multiple evaluation areas, with commentary for each area.</p> <p>The final set of grades are:</p> <ol style="list-style-type: none"> <li>1. Urgent Improvement</li> <li>2. Needs Attention</li> <li>3. Expected Standard</li> <li>4. Strong Standard</li> <li>5. Exceptional</li> </ol> <p>There will be no overall effectiveness grade under the new model and safeguarding will be judged separately as either met or not met.</p> <p>Deep dives and ungraded inspections will no longer take place under the new framework.</p> <p>There are six areas which will be evaluated as part of the inspection, which are:</p> <ul style="list-style-type: none"> <li>- <b>Inclusion</b></li> </ul> <p>Ensuring the needs of all pupils—including SEND and disadvantaged—are identified early and supported effectively; equality is visible in practice and policy.</p> <ul style="list-style-type: none"> <li>- <b>Curriculum and Teaching</b></li> </ul> <p>Well-planned curriculum; engaged learners; assessment used accurately and teaching adapted appropriately.</p> <ul style="list-style-type: none"> <li>- <b>Achievement</b></li> </ul> <p>Pupils make steady progress in line with national expectations; with gaps between groups narrowing.</p>

	<p>Governors requested the governor monitoring report format to be updated to reflect the new Ofsted framework and to ensure it meets the needs of the leadership team and governors.</p>
8	<p><b><u>Educational Performance</u></b></p> <p>61% of children in Early Years Foundation Stage (EYFS) reached a good level of development (GLD) at the end of last year.</p> <p>It was commented that the cohort for this year are very different to those seen in most recent years. Over 50% of children have not attended nursery prior to starting school. The level of speech and language and additional needs is much higher than the previous year.</p> <p>Locks have been installed at the top of the EYFS classroom doors as a safeguarding measure, due to incidents of children attempting to leave the classroom without supervision.</p> <p>With one pupil who joined two weeks before SATs included, combined outcomes were 56%, slightly below national, but an improve from last year. It was also highlighted the cohort is small (43 pupils) and therefore, greater impact made.</p> <p>There remains a need to further close the attainment gap for SEN and disadvantaged pupils.</p> <p>The current Year 6 cohort has a significantly higher proportion of disadvantaged pupils (73%) compared with the national average of 22%.</p> <p>Outcomes for greater depth (GD) are low; increasing the number of pupils reaching the expected standard is the priority before improving greater depth.</p>
9	<p><b><u>SIP Review and Key Priorities for 2025-2026</u></b></p> <p>Following the review of the SIP and outcomes from last year, the priorities for 2025-2026 were shared with Governors:</p> <p>Governors were informed the new School Development Plan format will be adjusted slightly to come in line with the new Ofsted framework.</p> <p>Priorities for the year ahead:</p> <ul style="list-style-type: none"> <li>- Secure consistently high-quality teaching and learning across the school to ensure all learners make strong progress and achieve well.</li> <li>- Improve overall pupil attendance and significantly reduce levels of persistent absence to ensure all learners have full access to the curriculum and make sustained progress.</li> <li>- Enhance the personal development of all pupils by fostering strong, positive relationships at the heart of practice, and by promoting active learning, engagement, enjoyment and a sense of belonging in all aspects of school life.</li> <li>- Strengthen the use of assessment and data to inform teaching, and ensure high-quality marking and feedback that addresses misconceptions, supports pupil progress, and enables learners to understand their next steps.</li> <li>- Raise standards in writing by improving handwriting and presentation, and by embedding purposeful cross-curricular oracy opportunities to strengthen pupils' application of skills across all subjects.</li> </ul>
10	<p><b><u>Curriculum Impact – Drawing Club</u></b></p> <p>The EYFS Lead gave a brief presentation to explain what Drawing Club and Curious Quest is and how it has impacted the children at Priory Fields.</p> <p>Greg Bottrill is the author and creator of drawing club. He believes that learning in early years should be fun and engaging.</p> <p>Drawing Club in Year R follows a four-part structure each week:</p> <ol style="list-style-type: none"> <li>1. <b>Vocabulary introduction</b></li> </ol>

- **Attendance and Behaviour**

Attendance is near national averages; behaviour is calm, respectful and conducive to learning, with any behaviour incidents handled fairly and pupils feel safe in school.

- **Personal Development and Well Being**

Pupils develop resilience, respect, and good attitudes; with a balanced programme of enrichment to allow for and enhance the well-being and safeguarding education.

- **Leadership and Governance**

Leaders set clear expectations and maintain an open, supportive culture focused on improvement. Effective challenge from governors; statutory duties met; staff feel supported, valued and professionally developed.

**Next Steps for both schools include:**

- Providing CPD for school leaders on the new Ofsted model.
- Update school self-evaluation documents and improvement plans to reflect the new evaluation areas and expectations.

**Local Update – Community of Schools**

An update on the Community of Schools model was been postponed to the next meeting.

7 **Governance**

7.1 **Staff Governor Vacancy**

Following AL's resignation from the LGB, Keith Woods has been appointed as Staff Governor.

7.2 **Governor Code of Conduct**

Governors were reminded of the Code of Conduct, which plays an integral role in ensuring Governors conduct themselves appropriately whilst serving as a Governor on the Local Governing Body. As part of an annual update, all Governors re-signed the Governor Code of Conduct.

7.3 **Agree Terms of Reference and Monitoring Responsibilities**

*Governors agreed the roles and responsibilities as outlined below:*

<b><i>Chair of LGB</i></b>	<b><i>Henry Coates</i></b>
<b><i>Vice Chair of LGB</i></b>	<b><i>Malcolm Bowler</i></b>
<b><i>Governance Professional</i></b>	<b><i>Katie Banes</i></b>
<b><i>Child Protection/Safeguarding</i></b>	<b><i>Malcolm Bowler</i></b>
<b><i>Achievement</i></b>	<b><i>Henry Coates</i></b>
<b><i>Inclusion</i></b>	<b><i>Keith Woods</i></b>
<b><i>Leadership and Governance</i></b>	<b><i>All Governors</i></b>
<b><i>Personal Development and Well Being</i></b>	<b><i>Henry Coates</i></b>
<b><i>Curriculum and Teaching</i></b>	<b><i>Shelley Yalden</i></b>
<b><i>Attendance and Behaviour</i></b>	<b><i>Malcolm Bowler</i></b>