



**PRIORY FIELDS
SCHOOL**

Priory Fields School

Local Governing Body Meeting

Thursday 26th March 2026

Head Teacher: Miss Casey Hall

Minutes of the Local Governing Body Meeting

held on Thursday 26th March 2026 at Priory Fields School at 4:15pm

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

Others Present: Shara Wheeler (AHT), Brontie Arthur (present for spelling update only), Lari Sanderson-Goodey (present for spelling update only)

Governance Professional: Katie Banes

1	<u>Welcome, introductions, resignations and apologies</u> All Governors were welcomed to the meeting and the meeting was confirmed to be quorate.
2	<u>Declaration of Business Interests Update/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 new declarations of business/pecuniary interests were raised.
3	<u>Minutes from Term 2 LGB Meeting Published on the Website</u> The Governance Professional confirmed the minutes from the meeting held on Thursday 4 th December 2025 in Term 2, have been published on the school website.
4 4.1	<u>Approve Minutes from previous LGB Meeting in Term 3 – Tuesday 10th February 2026</u> Approval of Minutes Previous minutes were made available to Governors prior to the LGB meeting. The minutes of the Local Governing Body meeting held on Tuesday 10 th February 2026 were approved as a true and accurate record. <i>The Chair of Governors signed the previous minutes to reflect this.</i>

5	<u>Statutory/National/Local School Updates</u> National Update: Every Child Achieving and Thriving The Local Governing Body received an overview of the Government's recently published Every Child Achieving and Thriving strategy, which sets out a ten-year vision for education. The strategy places a strong emphasis on raising standards through inclusive practice and aligns closely with the current Ofsted framework, with a particular focus on inclusion, a broader curriculum, attendance, and family engagement. Governors were informed that the key priorities include improving attainment for both disadvantaged and non-disadvantaged pupils, significant reform of the SEND system, the introduction of a new national curriculum by 2028, and the ambition for all schools to be part of strong multi-academy trusts. A strong trust was described as one that demonstrates consistently good outcomes, financial stability, and a proven track record of narrowing attainment gaps. It was noted that, whilst the Trust has engaged with the RISE programme, there is value in learning from trusts serving similar demographic contexts. The implications of the strategy were discussed, including the expectation that SEN schools would be less of an option and that mainstream provision should meet the needs of all children through early identification of need, with increased accountability for attendance and outcomes for all pupils. The strategy also highlights continued investment in workforce development and educational innovation. A Governor asked what mechanisms are in place to support this new strategy. Governors were informed there is going to be funding allocated however, it is not yet known what this looks like.
6	<u>Headteacher Report</u> The Headteacher Report was made available to Governors prior to the LGB meeting. Governors were advised that the school's attainment targets remain ambitious, with an additional twelve (12) pupils identified as being on track to achieve expected standards. Governors queried the dip in outcomes for the current Year Six (6) cohort and whether this reflected concerns with any previous teaching. It was explained that gaps in aspects of the Year Five (5) curriculum delivery had been identified and addressed through targeted coaching, planning support and feedback to staff. Governors were informed that writing assessment is now more rigorous, with pupils required to demonstrate all curriculum components to be assessed as working at the expected standard. It is likely that this has resulted in a more secure reflection of attainment. Additional CPD has also been implemented to strengthen writing outcomes. It was highlighted that Early Years Foundation Stage (EYFS) outcomes are currently significantly below national averages due to the complex needs of the cohort. The Headteacher informed Governors that the Local Authority Head of Inclusion had visited the school and recognised the significant level of need, resulting in two Education, Health and Care Plans (EHCPs) being approved promptly. Despite strong individual pupil progress, it was acknowledged that overall outcomes remain below national expectations. Governors recognised the considerable efforts of the EYFS team and expressed their appreciation for their work.

	Governors were advised that phonics outcomes remain strong and that Year Four (4) multiplication check outcomes are expected to exceed targets. Year Six (6) pupils continue to make good progress through targeted intervention, with leaders using mock SATs outcomes to identify and address remaining gaps. The Headteacher explained that targeted social, emotional and mental health (SEMH) provision has enabled some pupils to access bespoke support away from the classroom, reducing disruption to learning while ensuring they continue to engage with the curriculum where appropriate. Governors discussed attendance in detail and sought assurance that all available strategies are being explored. Leaders outlined the school's graduated approach to attendance monitoring, supported by CPOMS, including early intervention, formal monitoring and the implementation of the updated national penalty notice guidance. Parents are regularly informed of attendance expectations through personalised attendance letters, colour-coded information and Kent County Council guidance. The Family Liaison Office and Parent Support Advisor continue to work closely with families to improve understanding of the impact of absence on educational outcomes. It was acknowledged that persistent absence remains a challenge, although attendance for non-disadvantaged pupils is broadly in line with, or slightly above, national figures. Governors noted that recent illness within Kent had affected attendance during the previous two weeks. Leaders emphasised the importance of maintaining positive relationships with pupils and families, ensuring children feel welcomed into school and promoting attendance as a whole-school responsibility. Governors also reviewed behaviour and suspension data. It was reported that a reduction in significant behaviour incidents and suspensions, supported by strengthened reintegration processes, closer partnership working with families and the identification of safe adults and spaces for pupils. Lunchtime and playtime arrangements have also been reviewed to improve behaviour and pupil safety. Governors discussed staffing capacity and noted that additional pastoral support would further strengthen the school's ability to maintain positive relationships while ensuring a safe learning environment. Governors welcomed the positive progress made and thanked leaders and staff for their continued work in improving outcomes for pupils.
7	<u>Curriculum Update – Spelling</u> Governors received an update on the implementation of the new Pathway to Spell programme. Leaders explained that the research-informed scheme was selected due to its strong evidence base and alignment with the school's existing phonics programme, Little Wandle. The scheme, which provides structured planning and progression from Year One (1) to Year Six (6), was introduced during Term 2. Monitoring has identified strong fidelity to the programme across the school, with consistent use of resources, explicit teaching of spelling rules and evidence of implementation seen in pupils' books. It has been acknowledged that lessons are currently taking longer to deliver as staff become familiar with the approach but expect this to improve as routines become embedded.

	Governors discussed implementation challenges, including timetabling pressures in Key Stage One, staffing capacity and ensuring appropriate support for pupils working outside year-group expectations. Leaders explained that the scheme adopts a mastery approach while allowing teachers to adapt provision where required. Governors sought assurance regarding the impact on pupil outcomes, particularly in year groups already identified and discussed. Governors were advised that targeted coaching is in place to strengthen teaching through planning, marking and feedback, with interventions focused on addressing identified gaps. Governors noted that the Year Five (5) cohort includes a high proportion of pupils with SEND and significant pupil mobility, which has influenced outcomes.
8	<u>Governor Monitoring</u> - MB agreed to monitor the SATs administration process in May. - MB also agreed to carry out an attendance monitoring visit. Governance Professional to liaise with MB to agree date and time.
9	<u>Safeguarding</u> Governors were informed the new safeguarding platform, CPOMS is being used effectively to log safeguarding concerns. It is also being used to record behaviour incidents and any communication between all parties, including external agencies. Data trends were shared with Governors demonstrating the different tag and logs recorded for safeguarding and behaviour. At the time the report was written there was child under child protection, one child in need, one under child and family assessment, eighteen (18) families accessing Early Help, six (6) families being monitored for safeguarding concerns, four referrals have been made to the NELFT well-being team and three (3) children involved in play therapy. A Governor asked if Thrive is still in place in school. It was explained that there are five (5) Thrive Practitioners within the school. One (1) Thrive Practitioner is working with a Year Six (6) group out of class. The other Thrive Practitioners continue to work with smaller groups of children and carry out their interventions as necessary. The Headteacher explained that a HLTA has recently completed training to become a Trauma Informed Practitioner. They have already begun working with children, transforming behaviour for trauma informed groups. Governors were informed two (2) of the Thrive Practitioners are DSLs (Designated Safeguarding Leads), with the Trauma Informed Practitioner due to complete DSL training too.
10	<u>Any Other Business</u> No items of any other business was raised in the meeting.
11	<u>Confidentiality of Proceedings</u> No items of a confidential nature were raised during the meeting.

12	<u>Publication of Minutes</u> The next LGB meeting will be held on Thursday 2 nd July 2026 at 4:15pm, at which these minutes will be approved and published.
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<u>Action Points</u>	
-	Governance Professional to liaise with MB to agree date and time for SATs and attendance monitoring.

Minutes taken by Governance Professional, Katie Banes

Signed by Chair of Governors:  Date: 4/7/2026

Henry Coates

