



**Priory Fields School**  
**Local Governing Body Meeting**  
**Thursday 21<sup>st</sup> March 2019**

Executive Headteacher: Mrs Anne Siggins

Head of School: Mrs Helen Seeley

**Minutes of the Local Governing Body Meeting**

**held at the school on Thursday 21<sup>st</sup> March 2019 at 5pm**

- Governors Present:** Helen Seeley, Alison Mackintosh, Carol Rayfield, Tina Robinson, Vicky Smith, Malcolm Bowler.
- Others Present:** Shara Wheeler for the duration of the Reading presentation.
- Absent:** Henry Coates
- Clerk:** Katie Evans

1	<p><b><u>Welcome, introductions, apologies</u></b>          Everyone was welcomed to the meeting.</p> <p>Apologies received and accepted from Stuart Duggan.</p>
2	<p><b><u>Declaration of Business and Pecuniary Interests</u></b>          Governors were given the opportunity to declare any interests against this agenda. No declarations were recorded against this agenda and no changes were made to existing declarations.</p>
3	<p><b><u>Change in Governor Roles</u></b>          The Vale View Chair of Governors has resigned. In order to ensure that there is the required number of people and requisite skills on the LGB of Vale View it was agreed that Alison Mackintosh will serve on the Vale View Local Governing Body, acting as chair. She will continue to serve on the Priory Fields LGB. It was proposed and agreed that the Vice Chair will become acting Chair whilst these arrangements are in place.          From this point in the meeting, the Vice Chair continued to Chair the meeting.</p>
4	<p><b><u>Minutes from the previous meeting in Term 3 – Thursday 31<sup>st</sup> January 2019:</u></b>  <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 31<sup>st</sup> January 2019 were approved as a true and accurate record. The minutes were signed by the Acting Chair of Governors.</p> <p><u>Action Points from previous meeting:</u></p> <ul style="list-style-type: none"> <li>- Safer Recruitment training took place on 7<sup>th</sup> March 2019.</li> <li>- Clubs leaflet was added to the tab on the website.</li> </ul>

	<ul style="list-style-type: none"> <li>- Other acronyms have not been amended on the website as the website will be changing in the near future to a new provider. When the new website is up and running, the HoS will ensure there are explanations for the acronyms on the website. It was agreed that any future website monitoring will be completed once the school has adopted the new website.</li> <li>- Governors had received a data update for EYFS, Year 4 and progress data from KS1, as requested in the previous meeting.</li> </ul> <p>There had been some concerns about the percentage of children at expected in Year 4 (Season 1 data). Update for term 3 has shown an improvement. It is felt the previous teacher may have been over cautious in assessment at the point of change over to a new teacher.</p> <p>For the current Year 6 class, a Governor questioned whether all the children who achieved Level 3 in KS1 are likely to achieve Greater Depth at the end of KS2. The HoS stated she does not expect all these children to achieve Greater Depth however, there has been a strong focus on children who have the potential and we are currently predicting an improvement compared to 2018.</p> <p>Early Years data also shows an improvement from Term 2.</p> <ul style="list-style-type: none"> <li>- The Kent MAT Alliance will be added to the new season of the SIP (School Improvement Plan), it will not be done retrospectively.</li> <li>- Governors were sent an update of School Council activities as requested.</li> </ul>
5	<p><b><u>SIP (School Improvement Plan)/SEF (School Self Evaluation Form) Review (Copies filed with minutes) Leadership &amp; Management/Teaching and Learning</u></b></p> <p>Governors split into two groups to review the Leadership and Management SIP and SEF and the Teaching and Learning SIP and SEF. Governors reviewed the documents to ensure areas for improvement and actions interlink between the SIP and SEF appropriately.</p> <p>Upon review Governors could see a significant improvement in comparison to the SIP and SEF last year. They have found the referencing system clear, precise and easy to follow. Governors appreciated it was clear to see what has been done so far, what the next steps are and also things which have not been completed.</p> <p><b><i>Teaching and Learning SIP/SEF</i></b></p> <p>A Governor asked why the TA programme has not been set up across the academy yet. The academy has focussed on getting the NQT programme set up and well established to ensure there is good quality provision for NQTs. There is more preliminary work to be done before setting up the programme to ensure there are clear career progression routes for TAs having set out. Work has begun on writing the job description for this role. We expect the actual programme to commence in the next academic year.</p> <p>Governors identified that academy reading moderation has not taken place and asked the HoS if there was a specific reason for this. The HoS assured Governors that although academy reading moderation has not taken place, school level monitoring of reading has taken place. There has been lots of work put in place to ensure children are reading regularly, books are being changed regularly and appropriate choice of book received too. We will be considering doing the reading moderation with the other academy schools in Term 5.</p> <p>Governors asked why reference 2.2 – “Opportunities for professionals to develop best practice, improved pedagogy and improved outcomes for children through coaching model.” has not been completed. The HoS commented that the ExecHt identified that the number of staff who have received training in how to coach is insufficient to follow the model initially suggested in the SEF.</p> <p>However, teachers have had greater involvement in school monitoring for example, joint book looks which has enabled a level of coaching to take place.</p>

	<p>A Governor also asked what evidence there is to support the same good level of teaching in foundation subjects which would replicate the good standard of teaching in core subjects. Evidence has been gained from book look and planning scrutiny. The HoS completed a creative curriculum planning review in Term 3 and identified that plans were not always exciting, engaging and purposeful. This was addressed from Term 3, initial indications are that there has been a huge improvement allowing children to improve their experience in their engagement of the curriculum. As a result of this, children are broadening their experiences and have had opportunities for educational visits linked to the curriculum.</p> <p><b>Leadership and Management SIP/SEF</b></p> <p>The Governors who took part in the monitoring for the Leadership and Management SIP/SEF also agreed there are significant changes in comparison to the SIP and SEF last year, the referencing system works well. Reference point 1.4 – “Work across the Academy to develop the curriculum, designed in keeping with the ethos of the school.” As already stated above, this is happening across the academy and working well. Governors feel they have a good understanding of the next steps and development areas for Priory Fields. The school has moved to an online appraisal system; along with the other schools within the academy. This is reducing the level of paperwork needing to be completed and supporting more efficient working methods. As with any new system, there is continued work to be done to embed and ensure all users have the necessary skills. Currently, only teacher appraisals are using the new system. This will be rolled out to all staff over the next academic year.</p> <p>The Spring target for 93% of teaching to be graded as good is not likely to be achieved as we have had a new NQT join the school however; the school looks on target to meet the target of 27% of outstanding teaching.</p>
6	<p><b>Reading Presentation</b></p> <p>The English Lead gave a brief presentation about the changes to the development of reading in school. The presentation included videos from some greater depth pupils sharing their reading experiences. Summary points from the presentation:</p> <ul style="list-style-type: none"> <li>- Children are being exposed to a wide range of high quality texts from different genres.</li> <li>- Children are proud and excited to engage with new initiatives put in place.</li> <li>- 100 ‘must read’ books have been introduced in the class libraries for Key Stage 2. The classes are using a library card system for accessing the books. Children are excited to read new texts and are recommending books they have read to their peers.</li> <li>- The books have been split into five categories: must read, enriching, challenging, classic and fun. Each of the books vary in length and are broadening children’s knowledge of book types/genres.</li> <li>- This system has not replaced but runs alongside the colour reading levels the children work through.</li> <li>- As part of the work done it was noticed that some children lacked independence for example, in not using a bookmark and holding a reading place in a book. CPD for TAs has made them aware to encourage independent reading habits.</li> </ul> <p>A Governor asked if the children visit the local library. Priory Fields have gone to the library in the past, this year every class visited WHSmith to explore the book choice in the shop and purchase a book using their £1 book token from World Book Day.</p> <p>During Book Week children take part in ‘drop everything and read’. This is where a bell is rung at random times throughout the day and everyone including the adults, stop what they are doing and read.</p>
7	<p><b>Attendance Review</b></p> <p>Attendance review paperwork from the meeting held in January with the ExecHt was distributed to Governors prior to the LGB meeting.</p> <p>Attendance Action Plan was tabled and accepted in the meeting; a copy of the paperwork has been filed with the minutes.</p> <p>There is a vigorous and robust tracking system in place for managing absence. A more efficient recording system is in place to record home visits which take place and the impact they have. SLO (School Liaison</p>

	<p>Officer – formerly Educational Welfare Officer) referrals have also been taking place to support school absence.</p> <p>There are a few children with specific needs which has impacted on attendance; a child on a part-time timetable, high medical needs and one child awaiting a special school placement.</p> <p>A Governor asked if there has been a noticeable difference since the appointment of the new EAL Parent Support Advisor. The HoS confirmed that although there has been a good level of parental engagement and deeper understanding of cultural barriers there has been no noticeable shift entrenched attendance habits.</p> <p>Staff absence from a key member of staff in Term 2 may have had some impact on pupil absence; although the school put in place as much possible to ensure the impact was minimalised.</p> <p>Governors celebrated the number of classes who had achieved 98% which had been identified from the school website.</p>
8	<p><b>Safeguarding – Recent training update</b></p> <ul style="list-style-type: none"> <li>- Governor/Trustee training for Safer Recruitment took place in March.</li> <li>- DSLs (Designated Safeguarding Lead) from across the academy have had refresher training.</li> <li>- The school is developing a lock down procedure, an alarm has been tested for this.</li> <li>- Discussions have been had in each school regarding Brexit and explored different solutions to overcome any issues Brexit may bring. Staff have been asked to consider alternative ways of getting to school should roads become gridlocked.</li> </ul>
9	<p><b>Feedback from Monitoring in Term 3</b></p> <ul style="list-style-type: none"> <li>- Phonics monitoring to be arranged.</li> </ul>
10	<p><b>Monitoring for Term 4, 5 and 6</b></p> <p>Governors agreed they would like to see a Greater Depth presentation from children before the next LGB meeting, Thursday 9<sup>th</sup> May at 4:30pm.</p> <p>A monitoring schedule for the remainder of the academic year was shared with Governors, some have agreed to come in and monitor for the following dates and times:</p> <ul style="list-style-type: none"> <li>- CR monitoring Phonics 01/05/19 at 9am.</li> <li>- MB to carry out Safeguarding Audit 05/07/19 at 10am.</li> <li>- MB to monitor SATs administration 13/05/19.</li> </ul> <p>Clerk to circulate monitoring sheet to all Governors. Governors to email the Clerk if they are able to complete monitoring for items without Governors assigned.</p>
11	<p><b>Governor Training</b></p> <p>There is a training course available to Governors which will be about the New Ofsted Framework. Clerk to circulate details of the course, Governors to inform Governors of their attendance.</p>
12	<p><b>WDAT Event</b></p> <p>A WDAT event will be held on Thursday 13<sup>th</sup> June at Priory Fields School. There will be a buffet available from 5:30pm, with the aim to start the event at 6pm. It is an opportunity for Governors and Trustees from the WDAT to network and gain awareness of the Trust’s values and vision.</p> <p>Governors to inform Clerk of attendance.</p>
13	<p><b>AOB</b></p> <p>No items of any other business were raised.</p>
14	<p><b>Confidentiality of Proceedings</b></p> <p>There were no items of a confidential nature raised in this meeting.</p>

15	<p><b>Publication of Minutes:</b>  The date of the next meeting is Thursday 9<sup>th</sup> May 2019 at which these minutes will be agreed and published.</p>
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<u>Action Points</u>
<ul style="list-style-type: none"> <li>➤ Clerk to circulate monitoring sheet to all Governors. Governors to email the Clerk if they are able to complete monitoring for items without Governors assigned; as not all Governors were able to commit to dates in the meeting.</li> <li>➤ New Ofsted Framework training course available. Clerk to circulate details of the course, Governors to inform Governors of their attendance.</li> </ul>

Minutes taken by Clerk, Katie Evans

Signed by Vice Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

Carol Rayfield