



Priory Fields School
Local Governing Body Meeting
Thursday 27th June 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 27th June 2019 at 5pm

Governors Present: Anne Siggins (ExecHt), Helen Seeley (HoS), Alison Mackintosh (CoG), Carol Rayfield (VCoG), Tina Robinson, Stuart Duggan

Others Present: Staff Members – Sarah Wright, Lori Jones, Andy Wright and Shara Wheeler

Clerk: Katie Evans

1	<p><u>Welcome, introductions, apologies</u> All Governors were welcomed to the meeting. Apologies received from Vicky Smith, Malcolm Bowler and Henry Coates. Apologies were accepted by the LGB.</p>
2	<p><u>Declaration of Business and Pecuniary Interests</u> 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><u>Minutes from the previous meeting in Term 5 – Thursday 9th May 2019:</u> <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 9th May 2019 were approved as a true and accurate record. The Acting Chair of Governors signed the minutes. <u>Action Points from previous meeting:</u></p> <ul style="list-style-type: none"> - The Head of School was unable to give any feedback to Governors regarding the effectiveness of the new CURA system. The CURA system is still in the ‘set-up’ stages, with various decisions to be made about how to use the system to best effect, before the system goes live within the school. The three academy schools are working together to ensure continuity on this. - All Safer Recruitment certificates have been collated for those who attended the training. - The Whinless Down Academy Trust event details were circulated to Governors; Governors felt the event was beneficial to help further the knowledge and understanding of three schools within the academy. - Letters from the Chair of Governors were sent to children thanking them for their Greater Depth Reading presentation. Assistant Head teacher fed back how much the children appreciated receiving this formal feedback from governors.

4	<p><u>Well-Being Group Feedback</u></p> <p>Two staff members who are part of the Well-Being group gave a short presentation to Governors to provide feedback on the implementation of the Well-Being Group.</p> <p>The ExecHt has set up and established a Well-Being group for the academy. The group consists of a range of teachers and leaders from all three schools within the academy. The group allows opportunities for professional dialogue between staff and management to discuss any issues and barriers for staff well-being and work/life balance. The group raised some well-being issues which were specific to individual schools as items which impact well-being across all three schools. It also highlighted there are some things in which the academy already does really well in supporting the well-being of staff already, which can often be forgotten. The group was initially set up for teachers; an additional group for support staff was later set up.</p> <p><i>An overview of some of the items already implemented by the well-being group are detailed below:</i></p> <ul style="list-style-type: none"> - Free tea, coffee and milk for all staff in Term 5 and 6. - ‘Tick Wednesday’ was introduced. <i>This was introduced to support staff workload and well-being on the day in which staff meeting is held.</i> - All staff have access to the colour photocopier. <i>Previously staff had to ask permission to colour photocopy and await the authorisation on the photocopier before being able to copy in colour.</i> - Free access to paper. <i>Previously the paper was locked in a cupboard and would be inaccessible during certain hours of the day which was proving inconvenient for staff.</i> - Schools took part in ‘be nice week’ in which staff members had to be anonymously extra nice to someone in school. This boosted staff morale. - The school planner has been devised a year in advance; staff have had the opportunity to look at the year ahead and raise any concerns they may have which could impact on well-being/workload. <p>Next Steps:</p> <p>The following items were highlighted as the next steps for the Well-Being group:</p> <ul style="list-style-type: none"> - Investigate issues raised by support staff through a separate support staff well-being group. - Redraft the marking policy to make sure there is effective use of time for marking and to ensure triple marking is not occurring. - Identify career progression pathways for support staff. - To ensure the well-being group work alongside the Monitoring group to harmonise the well-being of the whole school and ensure that monitoring does not impact well-being. <p>A Governor asked who leads the Well-Being group. The Well-Being group is led by the Executive Headteacher, with Heads of School in attendance at the meetings too.</p> <p>Another Governor asked if teachers are feeling the benefit of the Well-Being group. Staff responded to say short-term measures have had an impact. Long-term issues such as marking will take more time to embed once the new policy has been developed and adopted.</p>
5	<p><u>Monitoring Group Feedback</u></p> <p>Similarly to the Well-Being group, a Monitoring Review group has been set up, made up of a combination of teachers and leaders from all three schools within the academy. The aim of the group is to ensure any monitoring which takes place across the academy is effective and useful which will in turn further support teacher workload and well-being, as well as continuing to be robust in supporting leaders’ judgements of teaching within the schools.</p> <p>The group explored the different types of monitoring which currently takes place across the academy and categorised them into sections for those which were high stress, low impact, low stress and high impact.</p> <p><i>An overview of some of the items have and/or will be implemented as part of the monitoring processes are detailed below:</i></p>

	<ul style="list-style-type: none"> - As a general principle staff will be more involved in the monitoring processes taking place in school to reduce the feeling of being 'done to'. - As a collective group, teachers felt that book look monitoring with children without the teachers present did not necessarily have an impact for the teachers. <i>In response to this, teachers are now present and part of discussions with children during book monitoring. Teachers have found this has a much greater impact for the teaching and learning for the pupils.</i> - Staff felt lesson observations created a lot of stress, disproportionate to any gains from observations in terms of highlighting areas of strength and areas for development. <i>Moving forward, experienced staff and those staff members who have been at the school for a long period of time will only have two classroom observations a year, with the same mentor observing each time. This would likely include a second person to quality assure the judgements to make sure they are fair and confident about the judgements being made. This approach will mean the development points will be able to be built upon and further reduce stress levels for staff. It was agreed that new members of staff and newly qualified teachers would have additional observations and feedback until they are established in role and have successfully completed their newly qualified teacher year. Where any teaching is less than good there will be additional observations/monitoring of that teacher's practice, with support to move to good. This is complimented by pupil discussions about their learning throughout the year.</i> - Progress meetings will be reduced from being held six times a year down to three times a year. These meetings will coincide with the reduced number of data collection points that will take place. The progress meetings will be a meeting of professionals within school (teachers, managers, SENCo etc) who will take a solution focus approach in reviewing pupil progress to ensure the best outcomes for children's learning. <p>A Governor asked if children will be monitored to ensure no children slip through the net and provisions missed. The HoS reassured Governors there will continue to be a robust approach in ensuring all children make expected progress and that they receive the provision they require.</p>
6	<p><u>SEN Report</u></p> <p>The SEN Report was distributed to Governors prior to the meeting.</p> <p>There is one child currently awaiting a specialist provision place but is currently attending Priory Fields until the space becomes available.</p> <p>A Governor asked if teachers receive training to help manage parent conversations for either a SEN child or general queries in school. NQTs (Newly Qualified Teachers) receive training for tricky conversations with parents. There are clear protocols in place for managing situations/parent conversations. The SENCO has had training and is always available to support parents as and when needed. In addition to this, the SENCO is always available at Parent Consultations to support teachers and on hand for conversations with parents.</p>
7	<p><u>SIP/SEF – PDB&W Review</u></p> <p>Fixed-term exclusions for the year remain low, behaviour continues to be well managed and there are currently no children at high risk of exclusion.</p> <p>Parental engagement across the school has improved. There is a higher number of parents who have joined the school Facebook page which has increased the engagement and interaction between parents and the school. Parents are actively engaged in curriculum events, particularly end of topic events. An example of this is parents attending an art exhibition to showcase work in Year One.</p> <p>The drive to improve attendance and lateness continues to be a focus for the FLO.</p> <p>The school has attempted to promote healthy lifestyle choices across the school but parental engagement has been very poor even when widely publicised. The Executive Head Teacher stated that there will need to be continued drive and further initiatives made by the school in order to encourage parents to engage in this area. It is important to be relentless in this area, given high levels of childhood obesity.</p>

8	<p><u>Visions and Values Development</u></p> <p>At the Trust event that was held on Thursday 13th June, Governors began working on the Priory Fields vision and values. Following this, the HoS created three statements to discuss and review with Governors to decide upon a Vision statement which encapsulates the Governor’s shared vision for the school which best encapsulates the Vision for Priory Fields School. They are the following:</p> <ul style="list-style-type: none"> - <i>To inspire, challenge and nurture independent young people who have the confidence to follow their ambitions and achieve their dreams.</i> - <i>To empower children with ambition to change the world; with respect, tolerance and integrity.</i> - <i>To set children on the path to meaningful and fulfilling lives, with the confidence and skills to step into the unknown to achieve their dreams.</i> - After a lot of consideration, Governors decided the following statement is best suited for Priory Fields School: <i>To set children on the path to meaningful and fulfilling lives, with the confidence and skills to step into the unknown to achieve their dreams</i> <p>Governors continued to discuss the key values to be adopted by the school in order to fulfil the Vision statement. Values discussed:</p> <p>Respect – for others, self-respect, respect for property, good manners</p> <p>Courage – having the courage to try new things and follow dreams</p> <p>Diversity – valuing diversity</p> <p>Equality – understanding that everyone should be treated equally</p> <p>Happiness - happy children and staff</p> <p>Adventurous to cope with and step into the unknown.</p> <p>Aspiration – an awareness of what is out there in the world to know and establish their dreams.</p> <p>Collaboration – confidence and skills to work with other people. Outward looking to be able to collaborate and become leaders.</p> <p>Creative – to have dreams and think differently to explore different routes and dreams.</p> <p>HoS will work on the final list of values to be adopted. Governors requested the finalised values are emailed to them.</p>
9	<p><u>Sports Premium Review</u></p> <p>Sports Premium Review was distributed to Governors prior to the meeting.</p> <p>A Governor highlighted an inaccuracy in the expenditure figure; the amounts spent totalled an extra £30 (thirty pounds) more than the overall amount of sports premium funding received.</p> <p>The sports funding is allocated to additional and sustainable improvement of sports provision. As part of the sustainability for the use of the sports premium funding, teachers observe well-modelled PE lessons by sport coaches, meaning that they can take this expertise on in their own practice.</p> <p>Sports Coaches run after school sports clubs. This year, 39% of children in Year One to Year Six have accessed at least one after school club. The reduction in attendance to after school clubs is due to staff changes which meant less clubs were able to be offered.</p> <p>Part of the next steps is to increase the number of competitions taking place between the three schools within the academy.</p>
10	<p><u>Attendance – Term 5 Data</u></p> <p>Attendance data was distributed to Governors prior to the meeting.</p> <p>The data is similar across the year as it was in previous years. The attendance is currently lower than this time last year.</p>

	Out of twenty-nine fixed penalty notice referrals made, only seven have been issued with a penalty notice. The figure for the number of penalty notices paid and those prosecuted has been requested from Kent County Council to evaluate the impact fixed penalty notices are having.
11	<u>Governor Monitoring Feedback</u> Governor monitoring has taken place for Key Stage Two SATs, WDAT Moderation and EYFS Triangulation. Written reports have not yet been received from Governors. Clerk to circulate reports once they have been received. Governors to send any responses via email.
12	<u>Meeting Dates</u> Meeting dates for the year ahead will be finalised at the next Trust Board meeting. Clerk to circulate dates once they have been agreed.
13	<u>AOB</u> The Chair of Governors would like to send a letter to parents to go out at the end of the school year. School staffing structure for the next academic year was shared with Governors.
14	<u>Confidentiality of Proceedings</u> No matters of confidentiality were raised during the meeting.
15	<u>Publication of Minutes:</u> These minutes will be agreed and published in the next meeting.
<u>Action Points</u>	
<ul style="list-style-type: none"> ➤ Finalised values emailed to Governors. ➤ Clerk to circulate monitoring reports once they have been received. Governors to send any responses via email. ➤ Clerk to circulate meeting dates once they have been finalised. ➤ CoG to write letter to send to parents. 	

Minutes taken by Clerk, Katie Evans

Signed by Vice Chair of Governors: _____ Date: _____