

**Isle of Ely Primary School
Local Governing Board
Minutes of the Meeting
held on Thursday 17th December 2015**

Present:

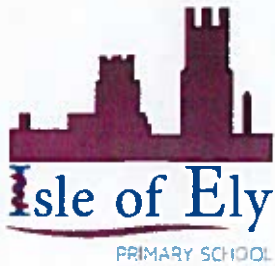
Ms C. Amory	Mr S. Dove
Dr D. Knox	Ms M. Lloyd (Chair)
Mr D. Marriott	Mrs K. Marriott
Mr A. Perry	Mr A. Sanderson
Mrs B. Surtees (Head)	

In Attendance:

Mrs K. Jarvis (Clerk)
Mr G. Tweed (Schools Capital Programme)

<i>Item</i>	<i>Notes</i>	<i>Action</i>
1.	<p><i>Welcome & Apologies for Absence</i> Ms Lloyd opened the meeting by welcoming all governors. Apologies were received and accepted from Mrs Hogger. It was agreed that the Agenda could be taken out of order due to the attendance of Mr Tweed.</p>	
2.	<p><i>Declarations of Pecuniary & Non-Pecuniary Interest</i> No new declarations were disclosed.</p>	
5.	<p><i>The Move to the New Building</i> Mr Tweed introduced himself, and explained his role within CCC and the Schools Capital Programme. He explained the background to the delays and the current position of the site and proposed handover dates.</p> <ul style="list-style-type: none"> • First delay was due to planning authority requirements. • Highways, water and sewage have also meant delays. • Plan B was implemented with the view that the school could open earlier with temporary crossings • Planning permission was required for the temporary Toucan crossing • Bad weather has meant that Plan B has also been put back. • All infrastructure (temp or perm) needs to be in place before school opens • Mr Tweed proposed that Plan A be reinstated, as it could be completed within a couple of weeks of Plan B's expected completion date. • When asked a direct question, Mr Tweed stated that he estimated Plan B could be completed by the end of February, and Plan A by the middle of March. • Governors stated that they would prefer Plan B to continue, so that the site could be handed over at the earliest opportunity. <p>Ms Lloyd brought the discussion to a close by thanking Mr Tweed for his time, and asking governors to email further questions to Mrs Surtees for forwarding to Mr Tweed.</p>	

3.	<p>Chair's Action Ms Lloyd reported that she had approved the reinstatement of three days designated 'Professional Development' due to the delay on the school move.</p>	
4.	<p>Minutes of the Last Meeting & Matters Arising The minutes of the meeting held on 12th November 2015 were accepted as a true record with no technical corrections.</p> <p>Matters Arising:</p> <p>3. It was confirmed that a 5 year maintenance plan would be acceptable as Isle of Ely Primary School is a new build – following plans would need to be 3 year.</p> <p>5. Governors confirmed that they had received a copy of the Roles & Responsibilities document.</p> <p>7. Ms Lloyd reported that she had received a letter from Mr Peile regarding the sponsor fee retained by ALT, which she would be sharing with the Finance Committee.</p> <p>9. Governors visits have taken place since the last meeting. Reports will be available at the next meeting.</p>	
6.	<p>Academy Improvement A report from the Head of School had been circulated prior to the meeting, and governors had submitted questions by email. Responses to these are attached. Ms Lloyd and Mrs Surtees explained that some questions had not been answered as they strayed into an 'operational' function and, as such, were not the responsibility of the governing body. It was acknowledged that some things had been raised from a "desire to do the job properly" and a lack of understanding rather than an attempt to overstep their remit. The difference between 'strategic' and 'operational' was explained.</p>	
7.	<p>DfE Information Mrs Surtees referred governors to an area of the DfE website entitled 'Need To Know' that would be useful for governors:- http://www.education.gov.uk/schools/toolsandinitiatives/cuttingburdens/b00216133/need-to-know-schools</p>	
8.	<p>Governor Training Governors were informed that the next ALT Hub session for governors is scheduled for 14th April, at the new site. The main agenda item will be Effective Challenge. Governors requested training on Safeguarding (Mrs Surtees can provide) and Raise On-Line (could be organised with Chesterton with Mrs Brenchley leading).</p> <p>Mr Peile plans to attend the next meeting to update governors on Trust issues.</p>	BS
9.	<p>Any Other Urgent Business Dr Knox: Asked for clarification on Attendance Targets. Mrs Surtees confirmed that the targets as set annually as advertised. Dr Knox: Asked how much of the situation regarding the new build was confidential. Mrs Surtees agreed to update parents via a newsletter, without raising expectations or giving a firm moving date. Ms Lloyd: Reported that she had received a letter from Mr Peile thanking governors for their work and wishing them a Happy Christmas. Ms Lloyd: closed the meeting by adding her personal thanks for governors support during the year.</p>	BS
10.	<p>Date of Next Meeting Agreed as 1st February 2016 at 6pm.</p>	



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1. I still don't fully understand the lines of responsibility between EHT and Head of School. Could you reiterate where the responsibilities are, where there is overlap and why (sorry, you have probably done this before but I'm afraid it hasn't sunk in yet!). Having read Kirsten's report a lot of her responsibilities might easily be yours too e.g. responsibility for teaching and learning. How do you see these responsibilities changing when you are overseeing two large primary schools?

Kirsten is responsible for the day to day running of the school when Bryony isn't here. She is also responsible for teaching and learning and the teachers are accountable to her. She is then accountable to Bryony and feeds back to Bryony.

2. Mixed ability groups - are there any circumstances in which you group the children in terms of their ability? Could you say a little bit in the meeting about how more advanced children are stretched by working with those who are less advanced? I think that at one time grouping by ability in schools was thought to be good - that may not be the case now but I'd like to understand a bit more about why

Through different challenges with extension challenge to use and apply

3. It would help me to better understand the role of Head of School to see a % breakdown of time spent on particular tasks if that's possible?

That's not a strategic question

4. There's mention of children making their own choices about their learning and "selecting the level of challenge". How do teachers make sure children are stretching themselves and not simply doing what they know they can do to avoid the perception of failing? How do teachers ensure less confident children are encouraged to challenge themselves?

5. Starz and Purple Mash - there is encouragement to parents to work with children at home on these so I wondered whether any assessment had been made of children's ability to access the internet outside of school and how confident you are that nobody is being excluded? Linked to that, some children will have much experience of the internet before starting school and some will have little or none. How were these online resources introduced to the children to make sure they are all equally included and how are the less able supported?

That's not a strategic question



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6. Forest schools - are there any issues/ differences between how this is taught now and how it will be taught in the new school site? The much-loved mud will be missed so I wondered whether you could elaborate on plans for the new site a little?

How it is taught is up to the school but Governors may be more interested in the impact it is having.

7. Some reports have quite a lot of jargon in them. I appreciate this is everyday language for professional teachers but as a non-expert I find it some of the language used to be an obstacle rather than an enabler to my understanding. I can have a guess at terms like "learning walks", "planning scrutinies", "phase meetings" "learning scaffolded" but they do leave me scratching my head a bit when I'd really like to understand without having to fathom. I know some jargon is inevitable but could some thought be given to plain English in reports to governors wherever possible and where not, a brief explanation of terms and phrases? Does "resource quality continuous provision" actually mean "buying useful kit" in everyday lingo? Thanks for considering these - appreciate time is limited and everyone has questions so you may not be able to cover all.

Governors need to get used to the jargon and familiarise themselves with it – you have entered our world!

Kirsten's report mentions the format of lessons and learning in Year 1 whereby one part of the class completes focussed challenges with the teacher, while the other chooses their own challenges from around the room. Can you be sure that the second group are always completing the challenges as instructed? Who checks when the teacher is otherwise engaged? Given that the teaching is to be conducted in this binary way, and that Hayley cannot be in two places at once, would it not benefit Year 1 to have a dedicated TA to each class who might monitor/assist the second group? Can you justify why this is not the case at the moment? Is it intended to change in the future?

2 – Kirsten's report also states that the Isle of Ely pupils are not grouped according to ability. I understand this is part of the ethos of the school but could you confirm that the ability of individual pupils is tracked and that those with additional needs and those who are particularly able are directed towards the correct challenge level and offered easier/more difficult challenges if the need is identified?



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The children are tracked and assessed on a regular basis and formal assessments take place one per half term. These are recorded on the school tracking system, Classroom Monitor and Bryony hold pupil progress meetings with teachers and hold them to account for the progress the children have made. Any children not on track or making enough progress are identified and highlighted and interventions are put in place.

3 – Kate's document highlights a small but significant percentage of children in Reception with additional needs/difficulties. Do we have the exact numbers for this (it was probably part of the documents given for the last meeting?) and confirm that the current provision by Kate and those working with her is sufficiently resourced to help them all in the best way possible

Yes

Roles & Responsibilities

Kate highlights the benefits to Ladybirds of having two teachers, which I can only agree is wonderful, yet I have to ask 'what about the children throughout the school'? E.g. Y1 having a single TA between 2 classes and Butterfly class having a TA in training.

That is a managerial decision and evidence suggests it is not impacting on learning at all.

It would've been nice to hear some more about Forest School development, as I understand Kate is lead for this area too.

KATE WASN'T ASKED TO WRITE ABOUT FOREST SCHOOLS – THAT WILL BE A GOVERNOR VISIT

Curriculum at Isle of Ely (Author only noted in document metadata (Isobel White))
I would have liked to have some examples of how broadening the children's learning might occur, as mentioned in her closing comments

That's managerial not strategic

Who is Isobel White, please?

Isobel Garner, Curriculum Leader across both schools

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Teaching and Learning at Isle of Ely Primary

- Tangential question: How are resources such as Starz, PurpleMash, Place2Be and Enabling Enterprise selected?

That's managerial not strategic