

**Isle of Ely Primary School
Local Governing Board
Minutes of the Meeting
held on Thursday 7th December 2017**

Present: Mrs B Surtees (Head)
Dr D Knox (Acting Chair)
Mrs M Lloyd (via telephone)
Mr S Dove
Ms C Amory
Mrs K Marriott
Mr A Sanderson

Apologies: Mr D Marriott
Mrs Stephanie Peachey

1.	<p><u>Absence</u> <i>1.1 Apologies for absence</i> Apologies were received from DM & SP.</p> <p><i>1.2 Consent/Non-consent to absence</i> It was agreed to accept the apologies as given.</p>	
2.	<p><u>Declarations of Pecuniary & Non-Pecuniary Interest</u> <i>2.1 Declaration of any pecuniary or other interest with regard to items on the agenda</i> No new interests were declared.</p> <p><i>2.2 To update the register of Pecuniary Interest</i> No updates required at this time.</p>	
3.	<p><u>Chair's Action</u> There were no Chair's actions to report at this time.</p>	
4.	<p><u>Minutes</u> <i>4.1 To confirm the minutes of the meeting held on Thursday 5th October</i> The minutes of the last meeting held on Thursday 5th October were confirmed as a true record.</p> <p><i>4.2 Matters arising from the minutes</i> Has a clerk been appointed? The position was advertised but after some initial interest, no one applied. It was agreed to re-advertise the post on Spotted in Ely and Gum Tree. Was induction more effective this year? BS explained the induction process and felt the handbook, mentor and new staff meetings had been helpful. However, we are continually</p>	

	<p>reviewing our induction process as we will be inducting new staff for many years to come.</p> <p>Are volunteers having an impact within school? There is now more structure for volunteers and staff are appreciative of the volunteers time.</p> <p>The minutes of Thursday 5th October were approved.</p>	
5.	<p><u>Scheme of Delegation</u></p> <p>ML asked if the Governors understood their roles under the new scheme of delegation. It was agreed that the ticklist was very helpful and it highlighted the key areas for Governors to challenge on. Governors felt it was now very clear.</p>	
6.	<p><u>Academy Improvement</u></p> <p>6.1 <u>Head Teacher's Report</u></p> <p>BS referred governors to her report which was emailed separately. Questions arising from the report included:</p> <p>AS: Great to hear new year has begun so well, has there been anything new learnt from this year's start of year process? Induction of new staff still needs tweaking, every new year we are inducting new staff and, therefore, we need to review the induction regularly. The volume of new staff this year was great as we grew with nursery staff but the staff handbook, the mentors and the meetings with KM and BS all certainly helped and the staff are settled and happy.</p> <p>AS: Breakfast & After School clubs, are numbers good enough to be sustainable? Yes, we should make £3400 profit this year. Next year we will keep the Year 1 children so it will grow.</p> <p>DK: What is the capacity of both clubs? 38. As we have new Nursery starters in January, the club will grow as the parents are looking for full wrap around care.</p> <p>AS: Strategic Impact Meetings: if there is now more focus on progress & child's work ... does it follow that there is less of something else which was previously covered in PPMs? Why was it felt necessary to change naming and approach? We have always looked at progress but there was a heavier focus on attainment in the past. I wanted to rebrand the meetings so that each half term, there was much more of a discussion with a book look and a comparison of year groups etc. It is now an SLT meeting and the teachers' are asked to analyse their data in more depth at the end of each term. The staff received Classroom monitor training where we looked at progress and building on children's knowledge as some times it flat lines and then curves. By half term they have made progress but it does not necessary shown in the measure. As you build through the year the children should peak at the end. The meetings are now a shared responsibility.</p> <p>AS/SD: Place2Be: can you tell us more about the renewed relationship? Things are going really well. We had a review recently and we feel that everything we have asked for has been put in place. Our new project manager is very proactive and quickly gets things done. She is also beginning group work and has many more discussions with staff about child's journey and if child is young, developmentally they are behind – easier to define the children with a barrier – if child is on track for milestone able to look at data developmentally behind milestone.</p>	

AS: Pupil Attainment: is this a rise in the % of Below Age Related Expectations? Was this forecast or forecast-able? Is this an area for concern? What plans for supporting greater progress/attainment in this group? This is baseline assessment so it is what the children came to us being able to do. It falls in line with national which is what we have always been so we are not overly concerned.

AS: Pupil Premium Strategy - With last year's data showing PPG pupils failing to close the gap between PPG and non-PPG pupils, and prior reports and discussions at LGB meetings demonstrating an apparent lack of effectiveness to impact on classroom behaviours through P2B interventions when the lions share of PPG funding was directed to P2B, how can we be assured that redirecting even more funds to P2B this year will in fact produce a different result? The numbers are very small and it's difficult to make a comparison. It is enabling the children to feel safe and secure and the children are settled and learning – evident from learning walks and Anne Robertson's review. We are giving P2Be more money and we are reassured that it is supporting emotional wellbeing of all children including our Pupil Premium Children.

AS: Further to previous question: Being 6 months into the implementation do we have evidence to support the approach, or is it too soon? We have had review which was incredibly positive.

2017/2018 > ii Other approaches > C. > Evidence & rationale column quotes EEF Toolkit can be effective "...especially for older pupils". Do we have pupils who could be classified as "older" in a primary school setting? So our Year 3 pupils are now older

AS: School to School Activities: can you tell us what it is about Westwood Primary that prompted the visit? They have developed a creative curriculum using the Early Excellence approach and they have taken it from Year R – Year 2. All ALT schools have to offer a development visit and so we thought we would go to see if we could learn anything on our journey to outstanding.

DK: Is there anything to take from visit? They want to make it engaging and they certainly are in amazing environment but it probably wouldn't suit our children, in particular our more able. We liked the problem solving approach and we are continually looking to improve our Stupendous challenge.

AS: Premises: Any notable changes for the positive or negative with how premises support is now conducted? No

AS: Other Meetings: What criteria were used to select Highfields as a partner to work with?

Location although I think we may now be working with LECA.

SD: Just wondered what percentage of the absences are attributed to lateness as opposed to not being present for the session? Hardly any and as those children would have a different code. To lose their morning mark they have to be in after 0915.

SD: **The attendance figures show all years having over 96% attendance - are you happier with this? Do you think there is more still to be done?** Yes but I would like all children to have at least 96% but we are working on it. There have been Penalty Notices issued this year for parents taking their children out for holidays and BS is authorising very little but we do have children with illness.

SD: **Can you share with us the 'consistent approach' for supporting children who have shown some violent behaviour? Are there processes you have to follow to log such events?** We are now using a 3 R approach – Retreat, Reflect & repair. If the children then break a golden rule again, they are sent to a member of SLT and they have their 3 Rs there. If there is a third episode within a week, we will either internally or externally exclude. We are no longer use the phase time out. We have asked teachers to ask the children for time back, e.g. if they break a golden rule, they owe time from either golden time or playtime/lunchtime

SD: **Learning Walk:** There were no 'Even better if/Points for discussion' about the School environment & learning behaviours. Where would you like to see these areas develop to meet outstanding? Or does Anne's lack of comment mean they are at this standard already? Yes, we are very aware of our areas of development and she didn't highlight anything that we were not already aware of.

SD: **Pupil Premium: Under 'In-School barriers' it says that "SEN and Wellbeing issues for a small group of pupils (most eligible for PP) are having detrimental effect on their progress and that of their peers" - This is picked up under other approaches utilising Place2Be - but is June quite a long way off to be reviewing the implementation if the effects are presently detrimental?** I agree but I won't be leaving it that long, we continually look at PP and wellbeing and bring it up at SIM meetings but formally I will review it in June.

6.2 Standards and Progress

BS referred the Governors to the ASP, Ofsted Data Dashboard and FFT Aspire report circulated prior to the meeting.

AS: **Nice visuals ... however, what doesn't this report/dashboard tell us?** The ASP compares our KS1, Early Years and Year 1 Phonics Screening data to Cambridgeshire and National. As you are already aware, our data compares favourably. Ofsted highlighted writing and the more able as an area for development but these reports show that we need to consider our reading and our less able boys.

AS: **What are your observations of the data when presented in this format?** It's a lot simpler to understand and it shouldn't tell you anything that I haven't already told you when we looked at the data in the last meeting. For us, we have generated some questions which we would like to investigate. E.g. Is reading a concern? Do our able readers have good comprehension? How do we ensure our more able pupils make better progress? Do we need to focus on borderline children? How can we improve the progress of the lower attaining children? These we will be considering next term.

AS: **Reviewing this data without context appears to paint a picture of a school where PP**

children are not progressing, leading one to possibly drawing conclusions about poorer children not being appropriately supported at IoE. Could you talk to why this perception might be incorrect and how it might be countered should the school ever find itself confronted with that observation? We discussed PP children with Ofsted and it was agreed that although those children are below age related expectations, they make good progress. The groups are also very small and not statistical viable

6.3 More Able Strategy

KM referred the Governors to the more able action plan and document which was circulated prior to the meeting. KM explained: I begun by using research on Renzulli circles. It's looking at more able children and taking into account the more able, we need to make sure we add value. We want to look at the whole cohort. Used circles to plot all children, what else can we do to move the learning forward. The circles also look at creative and critical thinking, questioning and thinking skills, risk taking and task commitment. Children taking their approach to their learning – may be able with maths but if they have to use and apply may move them on. If they have real experiences when you do sit down with a SAT paper, if they have had real life opportunities, they are more likely to be able to solve those problems. In the short term, looked at children and where they sit in the circles and how we put things in place to move their learning forward. Look at percentages of children in each circle.

AS: Extremely well presented and well thought through strategy and Action Plan! I have a concern which may be imaginary, however I wonder what strategy/ies exists to avoid the concentration on children's weaker areas leading to them losing confidence and potentially regressing in areas where they were previously good or strong in? The children are not going to know about it and they are not going to see the circles. The approaches are that all children have access to regardless of where they fit, e.g. enabling enterprise. It's for when teachers are planning so they are of the different activities they plan. The Renzulli circles look at the impact of what we are doing! We look at the individual child and this is looking at the impact and how well the learning behaviours are embedded. Different levels of questioning that move learning forward. It's to do with the phrasing of the questions, regardless of their ability.

AS: Besides the Parent Forum, what other resources are to be employed to communicate the strategy to parents/carers? Would you consider creating a video of the slide deck with voiceover presentation posted to the school website? We need to communicate with all stakeholders, round 1 was the parents' forum. Using different ways to utilize and sharing ideas and pupil views etc. Taking our holistic approach with all the children and the circles allow us to look at all of the children. Potentially children could develop in Year 6. It's about giving all children the opportunity to grow and develop.

DK: What about the children who fit into the middle of the circles. Those children would have one page profiles as learners, work with other schools to work broadening the experience and more able. More enrichment activities and we have introduced the fourth

	<p>star.</p> <p>AS: Precision group – what is it? Precision grouping is teaching to the need of the children or the focus of the children. Children may need a different moment of your teaching. There may be a misconception. It’s teaching in the moment. Teachers are skilled at knowing their children. Moment to moment teaching.</p> <p>ML: What has been the response from teachers? Teachers were asked to go and look at their planning. More able children don’t need to sit and listen to the whole class teach and move out. Teachers are beginning at to have a go at it. There is one teacher who is very skilled at it and she is confident at precision grouping. We will be asking her to share good practice. We have also developed middle leadership within the school – others have lead a more able staff meeting with their curriculum areas.</p> <p><u>6.4. SEF</u> The SEF and SEF grades were approved. There was a discussion about moving the school to outstanding and BS feels that we are on the right journey but it will take a little longer than a term. However, Anne Robinson was extremely positive during the Learning Walk.</p> <p><u>6.5. Governor Visits</u> It was noted that Governor visits are taking place after the meeting and Governors will report back at the next meeting.</p>	
7.	<p><u>Budget and Related Items</u></p> <p><u>7.1. Budget Monitoring review</u> The governors received the budget monitoring report prior to the meetings. BS explained:</p> <ul style="list-style-type: none"> • Miss Radford had moved from Nursery to a TA in a Reception Class • Mrs Newman has increased to Level 3 from 20 Nov following two Level 3 TAs in Nursery on Maternity leave • Mrs Mickleburgh Level 3 from April 2018 once she has completed her training • Mrs Chambers has been move to a Teachers on UQ 4 as she is now teaching Ladybird Class • Mr Spicer left which cost £3740 • A new teacher is to start in April 2018 • One to One TA to start Jan18 £9776 (SEN funding increased from £10K to £16,528) <p>TM has increased the supply budget from £8840 to £16,670 (reasoning below) £1424 already spent. £9240 full time teacher Jan-Mar. £2128 Nov & Dec Supply. Estimate 1 teacher off per week from Jan18 = £1815 + £2K contingency</p> <p>ML: What is the increase on budget spend?</p> <p>An increase on budget spend of £9,392.</p> <p>We may be expecting a further £16K High Needs for a child who has recently be allocated</p>	

	<p>funding with an EHCP. This will help offset the overspend as £6.5K of this overspend is due to the One to One.</p> <p>ML: What is the current end of year carry forward forecast? It is looking like £26, 000</p>	
8.	<p><u>Health and Safety Review</u></p> <p>Minutes from Recent H & S meetings to be emailed to all of the Governors and looked at the next meeting.</p> <p>Allan Sanderson is to attend the next H & S Committee meeting</p>	BS
9.	<p><u>Education Visits</u></p> <p>No Education visits were requested for approval.</p>	
10.	<p><u>DfE Information</u> <i>10.1 To note any updates from the Need To Know area of the DfE website.</i></p> <p>http://www.education.gov.uk/schools/toolsandinitiatives/cuttingburdens/b00216133/need-to-know-schools</p>	
10.	<p><u>Any Other Business</u></p> <p>Maths, Science, English Curriculum Reports but it was agreed that these should be added and discussed at the next meeting.</p> <p>CCTV & reviewed Lettings Policy – Both will be circulated with the minutes and approved by email.</p> <p>Term Dates – to be approved by email</p>	BS
11.	<p><i>Dates of Next Meetings</i></p> <p>Future meeting was agreed as follows:</p> <p><i>Thursday 8th February @ 6pm</i></p>	