



LOCAL GOVERNING BODY MINUTES OF MEETING
Tuesday 15th December 2020, held remotely on Microsoft Teams

Present:

- Stephen Dove (Chair)
- Stephanie Peachey
- Allan Sanderson
- Richard Whymark
- Matt Rooke
- Bryony Surtees (Headteacher)
- Neil Lloyd (Deputy Headteacher)
- Liz Wright (Clerk)

Apologies:

- Donna McCormick
- Laura Fielding (Deputy Headteacher)
- David Monk

| Item | Agenda Item | Action |
|------------|--|--------------------|
| 1.0 | Welcome & introductions | |
| 1.1 | Stephen welcomed our new governors, Richard Whymark, and Matt Rooke to the meeting. Donna McCormick, our 3 rd new governor was delayed due to traffic. Everyone introduced themselves and their role. | |
| 2.0 | Apologies for absence | |
| 2.1 | As above, apologies accepted. | |
| 3.0 | Pecuniary and other interests | |
| 3.1 | There were no declarations of interest for this meeting. | |
| 3.2 | The annual declaration of interests is now due. Most of the governor’s declarations are in date as they are new, with the exception of Stephen & Stephanie’s which need updating. Please complete the form (included with minutes) and return to Liz. | SD/SP |
| 3.3 | Liz will send the ‘commitment of undertakings’ form to new governors to sign and return. Stephen offered governor mentors for our new governors. Please email Stephen if you would like a mentor. There is also governor training available for new governors, Liz will send details to our new governors. All governors are required to undertake safeguarding training, and this will be arranged by the end of January. | RW/MR /DM LW |
| 4.0 | Chair’s actions | |
| 4.1 | There have been no Chair’s actions since the last meeting. | |
| 5.0 | Minutes of the meeting held on Tuesday 13th October 2020 | |
| 5.1 | The minutes of the previous meeting were agreed. | |
| 5.2 | There were no matters arising. | |
| 6.0 | Head Teacher’s report | |
| 6.1 | <p>Bryony set out her vision for the school, as follows;</p> <p>The Isle of Ely Primary School aims to be one of the best primary schools in the local area, renowned for academic excellence and for creating the desire to succeed in all its pupils, no matter what their background. Currently a good school and looking to retain ‘Good’ at the next Ofsted. We will then strive for outstanding.</p> <p>We want children to develop the confidence that comes from possessing a store of essential knowledge and the skills to use it.</p> | |

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| | <p>I want our school to have:</p> <ul style="list-style-type: none"> • High aspirations for all children • A rigorous knowledge-rich curriculum • Drawn from evidence from research to inform best teaching practice • Outstanding pastoral care underpinning excellent behaviour • Challenging and fun opportunities for the children to engage and compete in (Developing the Isle of Ely 20) • An outstanding range of extra-curricular activities • Active parental and community involvement <p>We aim to:</p> <ul style="list-style-type: none"> • Encourage all children to be confident, hard-working and ambitious • Teach a core body of knowledge to all pupils so that they can develop an ability to think for themselves • Instil a lifelong love of learning in our school community • Attract, develop and retain outstanding staff • Empower every pupil to take responsibility for their learning and confidently make decisions and choices for themselves | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--|-------------------------|-------------------------|-----------------------|-----|-----|-----|-------------------------|-------------------------|-----------------------|-----|----|----|-------------------------|-------------------------|-----------------------|---------|---------|---------|-------------------------|-------------------------|-----------------------|-----|-----|-----|--|
| 6.2 | <p>BS highlighted that attendance this term was 97.7% which is above the national average. PP attendance was 96.06%. Only 1.65% of absence was attributed to Covid-19, and we have only recorded one positive case.</p> | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.3 | <p>Pupil Premium – AS asked whether all eligible children will be funded from January 21. BS replied that Pupil Premium funding is calculated from the Pupil Premium number from the January 20 census; our budget is based on that figure; however, from April 21, all children recorded in the January 21 census as Pupil Premium will be funded.</p> <p>AS asked whether the data presented related to whole school or the PP group. BS confirmed that it was PP focussed.</p> | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.3 | <p>Performance & Standards – AS asked if BS had the data for Y1, 3, 4 & 5. BS gave the data;</p> <p>Yr 1:</p> <table border="1" data-bbox="274 1400 1364 1478"> <thead> <tr> <th>Reading (Pupil Premium)</th> <th>Writing (Pupil Premium)</th> <th>Maths (Pupil Premium)</th> </tr> </thead> <tbody> <tr> <td>66%</td> <td>33%</td> <td>66%</td> </tr> </tbody> </table> <p>Yr 3 (4 pupils):</p> <table border="1" data-bbox="274 1523 1364 1601"> <thead> <tr> <th>Reading (Pupil Premium)</th> <th>Writing (Pupil Premium)</th> <th>Maths (Pupil Premium)</th> </tr> </thead> <tbody> <tr> <td>25%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p>Yr 4 (4 pupils):</p> <table border="1" data-bbox="274 1646 1364 1724"> <thead> <tr> <th>Reading (Pupil Premium)</th> <th>Writing (Pupil Premium)</th> <th>Maths (Pupil Premium)</th> </tr> </thead> <tbody> <tr> <td>3 (75%)</td> <td>3 (75%)</td> <td>2 (50%)</td> </tr> </tbody> </table> <p>Yr 5 (9 pupils):</p> <table border="1" data-bbox="274 1769 1364 1848"> <thead> <tr> <th>Reading (Pupil Premium)</th> <th>Writing (Pupil Premium)</th> <th>Maths (Pupil Premium)</th> </tr> </thead> <tbody> <tr> <td>44%</td> <td>44%</td> <td>44%</td> </tr> </tbody> </table> <p>RW asked what was being put in place to address the concerns in year 3. BS replied that year 3 was a cohort of 46 children, and children are streamed across the 2 classes; key marginals are identified and supported. The school used PiXL therapies to identify and address gaps in learning. Teaching Assistants provide additional support through same day interventions for children who need additional support. All data is regularly tracked and gaps identified and plugged.</p> | Reading (Pupil Premium) | Writing (Pupil Premium) | Maths (Pupil Premium) | 66% | 33% | 66% | Reading (Pupil Premium) | Writing (Pupil Premium) | Maths (Pupil Premium) | 25% | 0% | 0% | Reading (Pupil Premium) | Writing (Pupil Premium) | Maths (Pupil Premium) | 3 (75%) | 3 (75%) | 2 (50%) | Reading (Pupil Premium) | Writing (Pupil Premium) | Maths (Pupil Premium) | 44% | 44% | 44% | |
| Reading (Pupil Premium) | Writing (Pupil Premium) | Maths (Pupil Premium) | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <p>SP asked whether the Talk for Writing scheme was having an impact. BS said that all staff had Talk for Writing training in July & October 2020, and was already having a good impact. It had highlighted that spelling was a slight concern. The whole school uses TFW except year 1, who use Read, Write, Inc and Get Writing. Year 2 will start TFW after Christmas.</p> <p>NL explained that Talk for Writing is closely aligned with the new knowledge curriculum, and has a good focus on vocabulary. It provides a structure for those less confident with writing. It provides opportunities to analyse text and practice writing, spelling, grammar & punctuation strategies.</p> <p>Year 1 do not use Talk for Writing, they use Read Write Inc and Get Writing. Year 2 will start Talk for Writing after Christmas.</p> | |
| 6.4 | <p>Covid-19 catch up funding – AS asked if there were any updates on other planned interventions as outlined in previous LGB minutes.</p> <p>BS outlined the following; approx. £9,000 will be spent on Maths Whizz which will be relaunched with parents, with an expectation to spend 1 hr per week on it.</p> <p>Approx £5,000 will be spent on tutoring. Some of our own staff are able to register as tutors through an approved scheme, being run by Unity, and we will be able to 'buy back' up to 15 hour per week of their time at a subsidised rate.</p> <p>Teachers will identify specific needs and children who have been disadvantaged and affected by Covid-19 and what their gaps in learning are.</p> <p>Baseline assessments were carried out in September, and also more recently to identify and track gaps.</p> <p>A temporary cover teacher has been appointed using some of the Covid-19 catch up funding, to run interventions for one day a week. Lucy Daybell is one of our existing Teaching Assistants, but is also a qualified teacher.</p> <p>AS asked if we have seen income projections from Government to be confident on spending ahead of income? BS & LW confirmed that the funding had been confirmed and would be paid termly, the first payment has already been received.</p> | |
| 6.5 | <p>Health & Safety - AS asked what the 64 "other" incidents were as it seemed vague for 20% of all incidents. LW replied that this was a staff recording issue, as drilling down into the incidents, they could be re-categorised. LW will follow this up with staff recording incidents.</p> <p>AS questioned that the recent fire drill took a long time at 4 minutes, and asked how this would be improved. BS explained that the building was evacuated within 2 mins, but took 4 mins for the all clear to sound, having accounted for all adults.</p> | |
| 6.6 | <p>AS asked about how children's mental health will be prioritised in school, particularly those children who may be under the radar. BS replied that all of the children have weekly Thrive lessons and there are 2 Thrive practitioners/pastoral support assistants available if anyone needs extra support.</p> <p>NL added that staff have been trained to have a good understanding of what might be underpinning their behaviour/emotions, and the response can be tailored to different children and their needs, resulting in different outcomes.</p> <p>MR asked about the profiling and tracking of the THRIVE programme. BS explained that individual identified children have a detailed profile which is more specific to their needs.</p> | |

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| | <p>Parents are consulted and involved in each individual profile. Each class has a more general profile which is reviewed termly.</p> <p>NL explained that the responses to the profiling are mapped to identify strengths and weaknesses, either at individual or class level.</p> <p>Thrive is quickly becoming part of the whole school ethos, linked to our overall behaviour policy, which is based on the Paul Dix approach.</p> <p>BS also explained there would be a more general wellbeing survey carried out on all children, which would not necessarily be linked to Thrive. <i>SP said she would be interested to see the results, LW will circulate when available.</i></p> | LW |
| 6.7 | <p>Isle 20 – <i>AS asked how will school ensure this doesn't lead to a homogenisation of the school experience for each pupil?</i> BS replied that the children's council are working on this and it will be fluid and flexible to account for the different year group needs.</p> <p><i>SP added that she was part of the Cultural Education Partnership, run by Babylon Arts, and would pass on contact details to support Isle20</i></p> | |
| 6.8 | <p>Leadership – <i>AS asked what the SWOT analysis was of such a large change in the governing body?</i> BS explained the following;</p> <ul style="list-style-type: none"> • Strengths: Experienced Governors, fresh start and change • Weakness: Not all of the Governors know the school well or the journey it has been on but that is also a strength as they provide a fresh perspective. • Opportunities: The Governors have different skills sets now – all very local and it will be an opportunity to move the school forward together after a lot of change • Threats: The business of the governors to take the time to get to know the school, especially during Covid-19. | |
| 6.9 | <p>EYFS – <i>AS asked what has led to EYFS requiring additional improvement measures?</i> BS replied that EYFS has a separate Ofsted Judgement and so should have a specific area on the SDP.</p> | |
| 6.10 | <p>Parents Forum – The links to the recent Parents forums were available on the website if governors wanted to see them. <i>MR asked if there had been any follow up questions or views.</i> BS replied that there had not been, but she always invites comment via the newsletter. <i>SP asked if governors could be made aware in advance so they could attend if available. LW will send out the links in future.</i></p> | LW |
| 7.0 | Policies | |
| 7.1 | <p>The following policies were ratified;</p> <ul style="list-style-type: none"> • Teaching & Learning Policy • Coaching Policy • SEND Policy <p><i>AS asked what support with T&L there was for teachers?</i> BS explained each teacher had a profile they could access and contribute to, SLT carry out weekly supportive monitoring, via observations, book dips, talking to children, which results in 'points to ponder' which teachers reflect on and have the opportunity to discuss.</p> <p>SP asked what impact current events had on teacher wellbeing. BS explained that a recent staff wellbeing survey had been largely positive, but a number of initiatives had been put into place in response, e.g. access to mental health drop in sessions. NL added that BS's clarity of vision and direction was welcomed by the staff. BS added that she was fortunate to have such a supportive team, and was looking forward to moving forwards together.</p> | |

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| | LW circulated a perpetual policy review programme to keep track of policy reviews and to give governors an overview. All agreed this was clear and allowed for effective tracking. | |
| 8.0 | Budget 20/21 | |
| 8.1 | <p>RW asked for clarification of subscriptions being over budget at this point. LW clarified that many subscriptions are paid for the whole year up front, and added to this was the Maths Whizz subscription which will use the Covid-19 catch up funding.</p> <p>AS asked about funding for 2021/22. LW explained that next year's funding is based on roll numbers from the October 2020 census, which was 359. This year is our last year of growth funding, so next year we will have a large dip in income.</p> | |
| 9.0 | Governor roles | |
| 9.1 | <p>The following governor roles were allocated;</p> <p>Safeguarding – SD SEND – MR Vice Chair & H&S – AS Arts & Culture – SP</p> <p>Attendance and Eco-Council are yet to be allocated; however there will be new governors joining us after Christmas, and these can be reviewed then.</p> <p>BS explained that during normal times, there would be a governor visit once a term.</p> | |
| 10.0 | Any other business | |
| 10.1 | There was no other business | |
| 11.0 | Dates of future meetings | |
| 11.1 | <p>The next meeting is scheduled for Tuesday 19th January 2021 at 6pm. Further meetings are scheduled as follows;</p> <ul style="list-style-type: none"> • Tuesday 23rd March 2021 • Tuesday 18th May 2021 • Tuesday 13th July 2021 • Tuesday 5th October 2021 | |
| 11.0 | Items for future agendas | |
| 11.1 | <ul style="list-style-type: none"> • Safeguarding training • Governor skills audit • Natalie Godfrey - Power Maths presentation • Neil Lloyd – coaching overview • Ricky Sinfield – Core knowledge curriculum overview | |

SD wished everyone a Merry Christmas and the meeting closed at 19.34.

Green – Governor questions/comments

Red – actions

Signed:



Date: 21.01.2021