



Isle of Ely/Chesterton Primary School

Learning, Growing, Achieving Together

LOCAL GOVERNING BODY MINUTES OF MEETING
Wednesday 11th December 2019
Held at Isle of Ely Primary School

Present:

- Marion Lloyd (Chair)
- Toni Jackson (Chesterton Head Teacher)
- Richard Martin (Chesterton Deputy Head)
- Helen Davies (Isle of Ely Head Teacher)
- Laura Fielding (Isle of Ely Deputy Head)
- Annabel Charles
- Stephanie Peachey
- Tim Gingell
- David Monk
- Allan Sanderson
- Stephen Dove
- Liz Wright (Clerk)

Apologies:

None

Item	Agenda Item	Action
1.0	Apologies for absence	
1.1	None.	
2.0	David Hilton, ALT – Governor update	
2.1	David Hilton attended the meeting to give governors an update on news and developments within the Trust, and to make it easier for governors to access training and updates by ALT coming to governors meetings rather than arranging separate governor training events which governors may find difficult to attend due to time and distance.	
2.2	David gave up update on the following; <ul style="list-style-type: none"> • Trust update – ALT has 21 schools, with development works currently at Cromwell Community College, Central Ipswich Primary, and Highfield Ely. The trust are also bidding for new schools in Norfolk and Cambridgeshire. • New CEO; Stephen Chamberlain joined as CEO in November, and brings a wealth of education experience. • New Ofsted framework – David outlined the new judgements in ‘Quality of education’, ‘Behaviour & attitudes’, and ‘Personal Development’. The judgement on ‘Leadership & Management’ remains. The four categories of effectiveness judgements remain the same. • Curriculum development – Trust support that is available. • Professional development – Trust support that is available at all staff levels. • Governor development needs – David asked the LGB to think of the key areas of professional development that could support them, and to let him know so that it be co-ordinated. This will be an agenda item for the next meeting. • Ely and Chesterton governors will be undertaking L3 accredited Safer Recruitment training on 29th January 2020. 	

3.0	Pecuniary and other interests	
3.1	There were no declarations of interest for this meeting.	
4.0	Chair's actions	
4.1	ML had approved Performance Management reports at both schools for teaching staff pay increments since the last meeting.	
5.0	Minutes of the meeting held on Tuesday 1st October 2019	
5.1	The minutes of the previous meeting were agreed.	
5.2	<p>Matters arising;</p> <p><u>Prev 5.1</u> – AS noted that the Governor information remains outdated. LW confirmed that the document 'Governor membership & dates' was up to date, but some of the governor profiles were out of date. This will be amended.</p> <p><u>Prev 5.1</u> – Following the scheme of delegation regarding governor roles, AS has stepped into the role of Trust governor, TG/DM are parent governors at each school. This confirms there is no current vacancy.</p> <p><u>Prev 6.1</u> – AS asked for an update on the Safeguarding audit. Both schools confirmed that the report had not yet been received, and this would be reported at the next meeting.</p> <p><u>Prev 10.5</u> – AS questioned why the IoE Homework Policy was not deployed to parents as discussed. The weekly tests based upon homework doesn't align with discussions held at last LGB. HD/LF agreed that they would undertake some repair communications with parents about homework expectations, and agreed that the ethos remains as what was agreed at the last meeting.</p>	<p>LW</p> <p>HD/TJ</p> <p>HD/LF</p>
6.0	Policies for approval	
6.1	AC raised the issue of there being too many policies to approve in one meeting, if meaningful discussions are to be had, and questions answered.	
6.2	A discussion took place over the LGB role in approving policies, and that the LGB should be involved in approving the overarching principles of the policy, and that the practicalities/procedures should be attached as an appendix. It was agreed that individual governors should be attached to particular policies and involved in the review process outside of governor meetings, to enable policies to be ratified at governor meetings.	
6.3	A discussion was held over how much influence the LGB can have over policy review, as many policies are based on; a model policy, a Trust agreed policy, a government directive, or a locally agreed protocol. AC stated that it would be useful to have this context for each policy brought to the LGB for approval.	
6.4	<p>IoE Safeguarding Policy – This policy is based on the Cambridgeshire model policy and incorporated the new requirements of KCSIE, which are shown in red on the draft policy. SD commented it was useful to see the changes in red.</p> <p>ML suggested that as this is a model policy which meets legislative and DfE guidance, it should be approved by the LGB. Those present agreed.</p>	
6.5	IoE Attendance Policy – This policy has previously been agreed by the Ely Schools Partnership cluster of local schools, working together on a local attendance protocol.	

Isle of Ely/Chesterton Primary School

Learning, Growing, Achieving Together

	The only changes are to personalise the policy to IoE with regard to start/end times. The policy was approved by those present.	
6.6	Mobile Phones Policy – This policy is based on a model policy from The Key for School Leaders, and is mainly an operational policy. ML has had the opportunity to review it, and suggested that those present approve the policy. Those present agreed.	
6.7	Business Continuity Plans (both schools) – These plans were brought to the LGB for information. LGB approval is not required.	
6.8	IoE Marking Policy, and IoE & CPS Behaviour Policies – Many governors had questions regarding these policies and would like the opportunity to be involved in the review with regard to staff implementation, and current practices. In view of this it was agreed to roll these policies forward to the January meeting. In the meantime, AC and TG will work with both schools on the review of both policies. The government guidance on Behaviour can be viewed here; https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf Governors are asked to consider the guidance and pass their comments to the schools to consider as part of the review. TJ would like to implement the behaviour policy as soon as possible. It was agreed that implementation could begin in 'draft' form.	AC/TG ALL TJ
6.9	LW will ensure that the IoE policies approved at tonight's meeting are placed on the website (where appropriate) and shared with staff for implementation; <ul style="list-style-type: none"> • Safeguarding Policy • Attendance Policy • Mobile Phones Policy 	LW
6.10	Some governors commented that some policies were not as succinct as they could be, and this in particular applies to many of the Trust policies. ML will feed this back to ALT.	ML
7.0	Head Teacher reports	
7.1	Chesterton TJ's report was circulated prior to the meeting, and questions tabled in advance; <ul style="list-style-type: none"> • ML asked if there was a marketing strategy aimed at maintaining numbers. TJ explained that a Teddy Bears picnic was taking place in EYFS for interested families. No particular strategies in KS2. • ML asked what the bold figures referred to in the Key factors. TJ replied the bold were the current figures, and the non-bold were the previous figures. • ML asked what impact the various activities had on pupil outcomes – TJ replied that gaps are being filled in phonics, basic place value and number bonds. Work is also being done on; reading inference, and reading speed. This is noticeable in the work produced. The year 1 phonics prediction are good. • ML asked if there had been improvements in quality of teaching. TJ replied that there had been 'book looks' and observations on 5th, 12th, 25th November, and 10th December. • ML asked if there had been any early indicators of changes in behaviour. TJ replied that the extremes of behaviour were limited to a few children. There had been 	

Isle of Ely/Chesterton Primary School

Learning, Growing, Achieving Together

	<p>potential improvements with fewer behaviour sheets being completed. Extremes are more noticeable as they are now less frequent.</p> <ul style="list-style-type: none"> TJ explained that the changes in the behaviour policy were in response to feedback from pupils as they felt a step was missing, from 'being spoken to' to 'being excluded'. The changes include a layered approach to consequences. 	
7.2	<p>Isle of Ely</p> <p>HD's report was circulated prior to the meeting, and questions tabled in advance;</p> <ul style="list-style-type: none"> ML asked about marketing strategies for the school. HD replied that lots of prospective parents for the 2020 intake have had tours of the school. There are currently low numbers in Yr2 and Yr5. Flyers are being produced for public places, e.g. Drs surgeries etc. HD is attending a marketing event organised by Hopkins Homes to promote the school. AC asked whether the Trust take any responsibility for marketing the school. HD replied that the school is best placed to market the school, and its USP. IoE is also developing a good relationship with the local media with several articles in the local press and on line with Spotted in Ely. HD explained the recent local events such as Isle Fest, and the Fireworks display had assisted with raising the school's profile. The school is also making links with The Orchards care home opposite the school. Many governors echoed HD comments about the recent Fireworks display; that is had been an excellent way to showcase the school, and the feedback had been extremely positive. ML asked if PP numbers were correct. The PP numbers of the report were correct at the time of producing; however, SIMS has recently been updated as not all Ever6 FSM children had the PP 'marker' on SIMS. ML asked HD to clarify that there had been no safeguarding incidents, as this was in contrast to CPS. HD asked for governors to clarify the threshold they would like to be reported to governors. At present for the purposes of the HT report, only escalated concerns would be reported. CPS had reported all concerns logged. It was agreed that in future, governors would like to see a two strand report of safeguarding concerns; <ul style="list-style-type: none"> Number of concerns logged? Number of concerns escalated to other agencies? ML asked about the recent H&S internal audit. LW replied that minor issues were raised, the main ones being; some first aid supplies were out of date, a 2nd Epi-pen will be requested from parents to allow one to be kept in the classroom, and one to be kept in a central location for lunchtimes, signs, and a safety procedure required around the new pond. LW/LF will address the issues. ML asked for an update on the curriculum changes? HD explained that the new approach will enable deeper learning in all subjects, e.g. Geography & History. AC asked how this differed from the current thematic approach, and which aspects would we wish to retain. HD explained that the new approach would continue to provide relevance and links across subjects, but that these links would be deeper and subjects would be taught in their own right, rather than 'shoe-horned' activities with limited learning objectives. AS and SP both commented that they were proud of the Hoop challenge curriculum which had been developed over the year, and that Ofsted had commented on how it effectively engaged children. HD/LF explained that this approach had been 	<p>HD/TJ</p> <p>LW/LF</p>

Isle of Ely/Chesterton Primary School

Learning, Growing, Achieving Together

	<p>successful in the past, but there had now been a shift towards skilled teaching encouraging independent learning, and ‘what children need to know’, and that this would be carefully balanced with the learning objectives.</p> <ul style="list-style-type: none"> • AS asked about the new Oracy approach in both schools. HD explained that Oracy was a national drive, and the focus was on ‘question, justify and explain’. • SP asked how Oracy would be approached with disadvantaged groups, and could governors see the impact of this later in the year? ML echoed this with regard to EAL children. AC commented that the approach could provide empowerment over learning for all groups. HD explained that some children were below the standard for expressive language on entry, and work would be done on the approach with all. • TG asked whether the curriculum documents on the website would now change. HD replied that they would, however, the new documents had not yet been drafted. • Year 1 phonics data has improved from 50% at the start of term to 70% at the end of term. The target is 100% AS asked what happens to the children who cannot meet the standard. HD explained that the focus would be on exposure to vocabulary, reading out loud, engagement with reading in class. The school is investing in Read, Write, Inc for decodable books and library books to be taken home. The focus on reading at home will be for fun to foster a love of reading. 	
8.0	THRIVE presentation – HD	
8.1	THRIVE is the new approach to children with Social & Emotional Difficulties, which will be introduced to IoE in the Spring term to replace the Place to be service. The THRIVE approach came about nationally due to a high level of school exclusions due to behaviour and a need to re-integrate children effectively into school.	
8.2	<p>The approach is a play and arts based therapy (right brain activities) and is based on an understanding of attachment. There are 6 stages of Social & Emotional Development, providing the critical building blocks for good emotional development. Interruptions to development or gaps in development at any of the 6 stages can result in behaviour or other difficulties in the child’s life. The THRIVE approach can successfully identify and repair the gaps in social and emotional development.</p> <p>HD circulated a handout on the 6 stages of development, and asked governors to read the sections on brain development outside of the meeting.</p>	
8.3	ML commented that one of the weaknesses of Place to be was that there was no impact data. HD explained that there would be an on line tool to identify gaps & strategies, and also to report on impact/outcomes.	
8.4	AS asked what the programme looked like in terms of day to day interventions, and how it would be implemented and funded. HD explained that the interventions would be a combination of one to one therapies, support and activities designed to help children from dysregulating by building good stress management systems. A level 3 teaching assistant has been appointed from January 2020 and would be trained as a THRIVE practitioner. HD is also a trained THRIVE practitioner, and will also provide support to the THRIVE lead in school. The post is funded through pupil premium funding. ML asked if there would be regular impact updates shared with governors. HD confirmed that there would be regular impact updates.	
8.5	AC asked if there was a suitable case study to share with governors. HD explained that this would be difficult to show as progress is not always linear, however, Red Oak Primary (ALT school) is also a THRIVE school, and have had success with the approach.	



Learning, Growing, Achieving Together

9.0	Any other business	
9.1	There was no other business.	
10.0	Dates of future meetings	
10.1	The next meeting will be held on Tuesday 21 st January 2020 at Chesterton Primary School at 6pm. Dates for future meeting are as follows; Tuesday 24 th March 2020 at IOE Tuesday 12 th May 2020 at CPS Tuesday 7 th July 2020 at IOE	
11.0	Items for future agendas	
11.1	January 2020 <ul style="list-style-type: none"> • Report from recent safeguarding audit – both schools • Governors development/training needs – to feedback to ALT March 2020 <ul style="list-style-type: none"> • Outdoor learning environment showcase - IoE 	

Meeting closed at 7.55pm

Green – Governor questions/comments

Red - actions