

**ELY PRIMARY SCHOOL
LOCAL GOVERNING BODY COMMITTEE
MINUTES OF MEETING
THURSDAY 5TH JULY 2018 at 5.30pm**

PRESENT:

	M Lloyd	Chair
	S Dove	
	A Sanderson	
	D Marriott	
	C Amory	
	S Hogger	
	B Surtees	Executive Headteacher
	K Marriott	Headteacher

IN ATTENDANCE:

	B Jones	Clerk
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Item	Agenda Item	Action
1	<p>WELCOME</p> <p>The Chair welcomed everyone to the meeting.</p>	
2	<p>APOLOGIES FOR ABSENCE AND DECLARATIONS OF INTEREST</p> <p>There were no apologies.</p> <p>No declarations were made.</p>	
3	<p>MINUTES AND MATTERS ARISING</p> <p>The previous minutes of 15th March 2018 were agreed and accepted.</p>	
4	<p>CHAIRS ACTION</p> <p>None</p>	
5	<p>ACADEMY IMPROVEMENT</p> <p>1. <u>Academy Improvement</u></p> <p>1.1 <u>Executive Head teacher's Report</u></p> <p>Question: How the courses mentioned impacted upon pupil courses? Executive Head: A number of staff have completed a course to determine how to better use teaching assistants in particular, in support of 'scaffolding learning'.</p> <p>Governors were informed that Kirsten Marriott is the mental health lead.</p> <p>The SIF project has supported the teaching and learning of maths mastery.</p> <p>Question: With Miss Hibbert gone, who is leading the 'Arts Mark'? Executive Head: The school has submitted a case study but haven't had any response. We are still waiting to hear the outcome of the</p>	

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	<p>submission and are still really keen.</p> <p>The Head informed the governors that the pop up literacy has been really positive. The children were really enthused and inspired.</p> <p>Question: In respect of trips, is the school able to demonstrate the impact of these? Executive Head: It enables children to learn in a different environment and in a different context.</p> <p>Question: How have you as Head, found teaching the classes? Executive Head: Yes, it has been ok.</p> <p>Question: Could you provide your rationale for merging years 3 & 4? Executive Head: There will be four classes of 25 children. The children would benefit from working with different groups. This came out of the behaviour review. The children's primary concerns are; will I still be with my friends? We have had a sleepover with all the children and their teachers and they have had an opportunity to spend time in their new classes.</p> <p>The Head informed governors that the data has slipped, however, teaching and behaviour remains good. We have had some children escalating with their behaviours and we have a lot to reflect upon.</p> <p>Question: Has the behaviour review process shown anything that you were not aware of? Executive Head: Teaching remains good. We have a lot of challenges.</p> <p>Question: What is stopping pupil premium children attaining higher grades? Executive Head: The pupil premium children group also have SEN.</p> <p>Question: Having run the workshops for self-regulation, does that alter the threshold for when you refer children to Place2be? Executive Head: No not necessarily.</p> <p>Question: What was the failure in communication that resulted in the policy to be shelved? Executive Head: We still aim to use this policy for restorative practice. It was quite a difficult meeting with staff and not everyone fully understood the practice. We felt that it wasn't the right time. There were people that didn't like the fact that we were going to have restorative conversations with the children. We were only consulting on the process.</p> <p>Question: Are there any cases of persistent absences leading to safeguarding concerns? Executive Head: No. We always make the phone call on the first day of absence and visit the family home to ensure that the child is safe.</p> <p>Question: Do you think that there is anything to learn from spring meadow? Executive Head: No. We have a waiting list and have hit our PAN.</p>	

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	<p>Question: Are there any consequences to be over pan in year? Head: No</p> <p>Question: Did Lucy Frazer seem concerned that we weren't doing enough for our SEMH children? Head: We are all supporting children with extreme needs.</p> <p>1.2 <u>Behaviour Review report</u> – to receive and consider the written report by Jackie Edwards</p> <p>The governors received the report that was distributed in advance of the meeting.</p> <p>Governors were advised that the 'Behaviour review' has many recommendations.</p> <p>Question: what are you doing to implement them? Executive Head: The policies are being reviewed and teaching within the challenge curriculum has enabled me to reflect on what is required.</p> <p>Question: Are there any recommendations that are being taken forward already? Head: We have only just had the report and need time to digest the contents.</p> <p>Question: Who is Jackie Edwards? Executive Head: She is the safeguarding lead for Bedfordshire County Council and a former Headteacher. She has worked at a National level in the North East of England.</p> <p>1.3 <u>More Able Program</u></p> <p>This was introduced by Kirsten Marriott</p> <p>Governors were advised that teachers have been tracking the More Able children in reading, writing and maths using a venn diagram.</p> <p>If children only fall into two parts of the venn, they are offered different support.</p> <p>Governors were advised that the SLT has run two staff meetings' as have the English and maths lead.</p> <p>Question: is there a measure anywhere re greater engagement? Head: Task commitment is about engagement.</p> <p>Question: How is the strategy being received by staff? Head: Teachers are doing a lot of what they already did but are now doing it in a more structured way.</p> <p>Question: Having heard parental concerns around coasting, will this strategy help avoid this happening again? Head: If it's parental concerns, a more operational concern should be via teacher feedback.</p>	

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	<p>The strategy does help the school to identify those that are more able.</p> <p>Question: when you look at the behaviour review, the recommendations, the first few seem to suggest that children are not being challenged. It refers to talking about stretching gifted pupils. How do you ensure that the more able strategy links to the behavioural strategy? Head: it comes back to quality first teaching and CPD for the teacher.</p> <p>Question: Are you going to put an action plan together? Head: Yes, this has been identified for those pupils and now that they have been identified we are now looking at what is next.</p> <p>1.4 <u>Nursery Update</u></p> <p>This item was introduced by Kirsten Marriott</p> <p>Question: What are the next steps for nursery? Head: We are almost full for Sept with an expectation that it will be full after Christmas. We are looking to open a further 8 places in January 2019.</p> <p>Governors were advised that the school has a consistent tracking system and track the children carefully.</p> <p>Question: How many are coming into reception? Head: Only 3 are not.</p> <p>Question: The children coming into reception, where are they against those that are in reception this year? Head: We can provide the data. Action</p> <p>1.5 <u>Attendance</u> – To discuss the attendance report.</p> <p>Governors were advised that attendance is on track, however, this year, the week before the May Bank Holiday, a lot of children were off sick.</p> <p>1.6 <u>Standards and Progress</u> - to discuss the EYFS/Year 1/Year 2/Year 3 Data</p> <p>Question: Looking at the data can you highlight the particular strengths Executive Head: starting the year group in year 3, 95% have made expected progress.</p> <p>Question: Are there issues in year 2? Executive Head: We have been aware that attainment might be low.</p> <p>Question: Who are the 25% not achieving GLD? Executive Head: The challenge with GLD is that they need to achieve in all areas and there are some that are good in some areas. Writing is still a concern. They have made a lot of progress but just not hit the learning goal.</p> <p>Within these groups, there are children that sit on the borderline of</p>	<p>Action</p>

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	<p>'meeting expectation' and others that aren't.</p> <p>A lot of it is to do with what evidence that we have of greater depth. Children don't learn in a straight line.</p> <p>Question: Key stage 1 is 10% down against the target in the RAP. Executive Head: We are really disappointed and need to take time to reflect upon the year and what went wrong. Behavior has escalated.</p> <p>Question: Have you got someone coming in to lead on pastoral issues? Executive Head: Yes.</p>	
6	<p>SAFEGAURDING</p> <p>Governors were informed that the school has received a new safeguarding policy from ALT.</p> <p>Whilst it is not significantly different it does outline what the expectations are of the governing body.</p> <p>CPIM meeting highlighted that there are issues related to gang crime around drug trafficking in the area.</p> <p>Keeping children safe in education is being reviewed.</p> <p>The policy was Noted.</p>	
7	<p>FINANCIAL MATTERS</p> <p>The budget shows that a balanced budget which has been agreed by ALT.</p> <p>Question: We had a surplus projected until 2021 and then we move into a deficit? Executive Head: It is because the guarantee is removed.</p>	
8	<p>GOVERNOR VISITS</p> <p>One governor visit has been distributed.</p>	
9	<p>AOB</p> <p>It was agreed that the Executive Head will distribute dates for future meetings of the joint Chesterton and Isle of Ely Governing Body.</p> <p>Action</p>	Head

The meeting closed at 19.37

Signed:..... Date:.....