



**Minutes of the Local Governing Body meeting held at the school on Wednesday 29  
March 2017 at 4.30pm.**

Members present:

Liza Cole	Bridget Fosten	Marie Rodwell
Jackie Cutchey (Chair)	Martyn Payne (Head)	Linda Smith
Emma Dorling	Anne Powles	

Apologies: Jill Adams, Yolanda Botham

In attendance: Karen Tallett-Pickess (Business Manager), Mel Parish (Clerk) & Sarah Nielson (for item 3).

No	Item	Action
1	<p><b>Attendance and apologies for absence</b> Apologies were received and accepted from Jill Adams &amp; Yolanda Botham.</p>	
2	<p><b>Declarations of Interest</b> No governor reported a conflict of interest in terms of the agenda items before them.</p>	
3	<p><b>Curriculum Presentation</b> The EYFS Leader, Sarah Nielson, presented a report to governors on the work that had been carried out following ALT's Early Years review in June 2016 (filed with papers). She highlighted the areas for improvement that had been noted in the review and which formed the basis of the Early Year's development plan for 2016-17. The following actions have been taken:</p> <ul style="list-style-type: none"> <li>• There is now an Early Years section on the school website to communicate the vision and work of EYFS. This will continue to develop.</li> <li>• The falling roll in Nursery has been addressed; some 5-termers started in January and paid places for the afternoon have been taken up by morning children. Nursery numbers for September 2017 are much higher with only 3 spaces currently available.</li> <li>• Classrooms have been reorganised; resources are well labelled so children can access what they need themselves. Neutral and natural tones (e.g. hessian backing for display boards) have helped to make a calmer environment. This has had a positive impact on learning behaviours.</li> <li>• Lots of work has been carried out on the outside environment to ensure that the experiences the children are offered outside are different to what they can access inside.</li> <li>• Support staff now have 1 hour a week to maintain the quality of learning journeys. Next steps are feeding directly into planning.</li> <li>• There is greater parental input into Learning Journeys as parents are now able to email photos/information to school using an EYFS</li> </ul>	

email address. There is a dedicated noticeboard to celebrate learning at home.

SN shared the impact of the work done by the EYFS team:

- Parents have a better understanding of the Early Years ethos at Pakefield. SN is considering running a parent workshop in the Autumn to look at the importance of play.
- Improved learning behaviours (the children have worked on developing a 'can-do' attitude) and a high level of engagement.
- Problem solving skills are more evident.
- Children are actively taking part in themed role play outside.

The following actions, outside of the review recommendations, have taken place:

- CPD focused on communication and language development and high quality play.
- Questioning skills have been developed to extend learning.
- SN & HP are currently attending the Transformation Project to look at moving EYFS practice into Year 1.
- Reception have been working on introducing the pictorial aspect of CPA Maths.

**A governor asked what percentage of Reception children were predicted to make GLD by the end of the year.** SN reported that 70% of the Reception cohort were on track to make GLD (compared to 72.4% in the previous year). She informed governors that there are 7 PP children, four of which are on track to reach the expected level. SN outlined the support the three remaining PP children were receiving, along with the interventions for those currently below GLD.

SN informed governors of the Next Steps for EYFS:

- To continue with the communication audits.
- To continue to develop the learning environments.
- To attend training in a new assessment system (in line with other hub schools).
- To continue to raise profile of EYFS on website.
- To develop the transition plan from Reception to Year 1.

**A governor asked if they were considering having outdoor provision for Year 1.** SN replied that they were; several options were under consideration. Children would no longer have an allotted play time. **A governor asked if this would slowly decrease through the year in preparation for Year 2.** SN confirmed that it would.

*5.03pm – SN left the meeting.*

**A governor asked if there was consistency in the way that Next Steps are recorded.** RC confirmed that Nursery's Next Steps are written on the planning board and then transferred to the plans. The first 3 days of the week are planned for Nursery and the last 2 days are used to address the Next Steps recorded.

**A governor asked if the school had noticed an acceleration in learning from the improved learning behaviours.** MP confirmed that the most recent Reception data supported this; 90% or more of pupils are currently working at 40-60 months in every area. This is supported by some positive observations.

**A governor asked how support staff were 'kept in the loop' regarding CPD.** RC advised that support staff are invited to KS

	<p>meetings and, at their request, SN has carried out a number of informal catch-ups over lunch to address certain issues. RC also reported that TAs had appreciated the recent opportunity to visit another school's EYFS setting with the teachers.</p> <p>The Chair thanked SN for her comprehensive report.</p>	
<b>4</b>	<b>Minutes of previous meeting</b>	
<b>4.1</b>	The minutes from the meeting held on 8 February 2017 were reviewed, approved and signed by the Chair.	
<b>4.2</b>	<p>Governors reviewed actions from the minutes of the meeting held on 8 February 2017 that were not covered elsewhere on the agenda:</p> <p><u>Item 12:</u> The Clerk confirmed that all policies approved on 8 February 2017 had been published on the website where appropriate.</p> <p>There were no other matters arising.</p>	
<b>4.3</b>	<p>Governors reviewed and updated the Action Tracker:</p> <ul style="list-style-type: none"> <li>• It was noted that there were now 3 vacancies for Nursery in September and that it was still too early for Reception numbers to be confirmed.</li> <li>• It was agreed that the T&amp;L governor monitoring group would carry out a visit to look at Maths Resource Helpdesks.</li> <li>• Data would be reviewed under the Headteacher's Report.</li> </ul>	Clerk to update Action Tracker
<b>5</b>	<b>Local Governing Body matters</b>	
<b>5.1</b>	There had been no changes in membership since the last meeting.	
<b>5.2</b>	The Chair had only one matter to report; she had written to one parent. There were no other matters/actions to report.	
<b>6</b>	<b>Trust Business matters</b>	
	There were no matters to discuss.	
<b>7.1</b>	<p><b>Headteacher's Report</b></p> <p>MP presented his Headteacher's Report for March 2017 highlighting the following:</p> <ul style="list-style-type: none"> <li>• Attendance figures: overall 96.1%, LAC 94.1%, PP 97.6% and SEN 96%.</li> <li>• Two one-day exclusions due to physical violence.</li> <li>• Safeguarding. Four referrals have resulted in assessments from Social Care.</li> <li>• A TA has almost completed her work on the LAL programme.</li> <li>• Interviews are being conducted on 31<sup>st</sup> March for an EYFS post.</li> <li>• Teaching &amp; Learning. The use of digital media to review and reflect on lessons has been powerful; it has enabled a teacher to 'see' what they need to do to move teaching from good to outstanding. <b>A governor asked if this was something staff may fear.</b> MR confirmed that the teacher has complete ownership of it; after watching the footage with a mentor they can delete it themselves.</li> <li>• Learning Reviews. MP informed governors that 17 formal lesson observations (12 Maths and 5 English) had been carried out by CSLT in the last 2 weeks; 94% of these, at this time, had been judged good or better (with 6% of these judged as outstanding) and 6% had been judged as requiring improvement. No lessons were judged to be inadequate. The school is now working to sustain consistency of good and outstanding teaching. MR added that these figures demonstrate the impact that focussed CPD has had</li> </ul>	

on teaching. **A governor asked MP how many teachers he would have concerns over not being able to deliver consistently good or outstanding lessons.** MP & MR felt that they would have concerns over 2.5 to 3 teachers.

- ALT Learning Review 9 March. Governors reviewed and discussed the recommendations (page 4). **A governor asked what the school were doing about teaching that was identified as less than good.** MP explained that the first point was around getting the starting point right for all pupils; this has been addressed. The second point related to the consistent use of squared paper; practice has subsequently been tweaked and square paper has been bought for flipcharts. MR added that anecdotally there is evidence of challenge when talking to children; this is recorded on Learning Profiles.

5.37pm – Rachel Creasey left the meeting.

- H&S. MP informed governors that a grandparent had fallen over on the path by the high school. Governors discussed the options for making improvements to the path.

### 7.3

#### Data:

MP circulated a data report for Reception, Year 2 and Year 6. He explained that children should be 40-60 in Reception, and 2W or 6W in Years 2 and 6 respectively ('W' is working within). The tables on the left of the report show progress; the aim is to achieve a minimum of 5 points progress by the end of the year in all subjects.

#### Reception:

- Children have already made almost 5 points progress in Reading and Writing; they are on track to achieve it in Number. PP progress is higher in Reading and Writing, but lower in Number.
- Attainment is strong; almost all children are currently working at 40-60 months (90% and above in all areas).

#### Year 2:

- Progress is on track to be 5 points by the end of the year in Reading, Writing and Maths.
- PP progress is in line with all children but higher in Maths.
- Attainment is also looking strong; 75% 2W in Reading, 69% 2W in Writing and 81% 2W in Maths.
- PP attainment is slightly lower than that for all children. A gaps analysis will be carried out from the test to target interventions for PP children.
- Maths is a strength in Year 2.

#### Year 6:

- Considerable progress has been made; over 5 points progress has been made in Reading and Writing and almost 5 points in Maths.
- PP children have made good progress and have exceeded their non-PP peers in Maths and Reading. **A governor asked how many PP children were SEND.** MP confirmed that 3 were working significantly below the required level and would not be entered into the SATs (to avoid distressing the children). **A governor asked what effect this would have on data.** MP explained that they would receive 80 points progress if they sat the test but scored nothing, whereas if they do not sit the test they will receive 79 points

<p>7.2</p>	<p>progress. MP said he would confirm whether or not they would count in the attainment measure. MP added that he has included all 60 children in the data report to governors.</p> <p>MP presented a Year 6 data report following the recent mock tests to identify which topics need to be prioritised before SATs. Children sat the 2016 papers; the actual boundaries from last year were used to determine the number of pupils reaching the expected standard. The numbers reaching the expected standard on the 2016 paper were higher than in the previous year. It was noted by governors that the standard required to reach expected will probably increase as all schools are working hard. The number achieving greater depth was also the same or higher in all subjects than the previous year. The number of PP children achieving the expected standard was slightly lower than their non-PP peers, and significantly lower in Maths. <b>A governor asked what the school were doing to improve the number of PP children reaching the expected standard in Maths.</b> MP explained that there were 4 or 5 PP children scoring 99 (just below expected standard of 100), if they were able to achieve 100 it would significantly improve the figure. Arithmetic scores were strong for most children and this will be a focus for those that are borderline. MP added that the school was in a much stronger position now that they had last year's papers as a benchmark to measure against.</p> <p>A governor noted that she had heard positive feedback from parents on the 'proper' mocks that had recently taken place; the children knew what to expect and it was helpful to receive the scaled scores based on last year. MP informed governors that he was considering holding a parent meeting in the Autumn term to outline the plans for the year covering interventions, revision clubs, Easter school, mock tests and results.</p> <p>A governor asked MP to pass on thanks to the staff for all their hard work, which was evident from the data seen.</p> <p><b>School Development Plan (SDP):</b></p> <p>Governors had reviewed the SDP following the last meeting. <b>A governor asked what the key areas for development were for the next year.</b> MP replied that the following were the key areas:</p> <ul style="list-style-type: none"> <li>• Tracking standards and impact</li> <li>• High prior attainers</li> <li>• Science (tests are coming back so need to ensure the curriculum matches the skills needed)</li> <li>• Transition from Reception to Year 1</li> <li>• Pupil Premium</li> <li>• Maths</li> <li>• Continuing assessment and monitoring in foundation subjects</li> </ul> <p><b>A governor asked what the school's current strengths were.</b> MP replied:</p> <ul style="list-style-type: none"> <li>• Maths in KS1</li> <li>• Reading across the school</li> <li>• Writing is improving (following introduction of Talk 4 Writing)</li> <li>• Teachers' subject knowledge in Maths is improving</li> <li>• Cultural awareness (received International Schools award)</li> <li>• Amount of good and better teaching</li> <li>• Nursery</li> <li>• SLT and middle leadership developed</li> </ul>	<p>MP to confirm basis of attainment measure</p>
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	MP informed governors that every subject leader had a detailed development plan which sat behind the SDP.	
<b>8</b>	<b>Finance &amp; Premises Committee Report</b>	
<b>8.1</b>	Governors noted the unapproved minutes from the meeting held on 15 March and BF highlighted the main points from the meeting. It was noted that funding for next year was much better than expected.	
<b>8.2</b>	KT-P gave a brief overview of the management accounts for the six months ended 28 February 2017; these had been discussed in detail by the Finance Committee and noted in the minutes. KT-P informed governors that at the end of February she was projecting a £3,254 deficit; however she feels confident that the school can achieve a breakeven position as there are savings to be made on some budget lines.	
<b>8.3</b>	<p>KT-P circulated the draft budget for 2017-18. She informed governors that the first draft had to be submitted by Friday with a final review before 31 May. She advised that income is budgeted to be £3k higher than the previous year (Finance Committee had reviewed the annual GAG statement). Prudent estimates had been included for Pupil Premium and SEN income but both could be higher. She advised that a tight budget was needed as costs are rising. She advised that all salary increments have been budgeted for and supply has been based on this year's spend. <b>A governor asked why Nursery income was only based on 48 spaces.</b> KT-P replied that this was a cautious estimate as parents may decline to take up spaces in September, although she was confident the school could offer any shortfall as paid private places. KT-P advised that £12k had been budgeted for ESS; £23k had been spent this year so further cuts would be needed next year. The admin, training and IT budgets have also been reduced. She advised that only £18k has been budgeted for repairs and maintenance, £12k of this is needed to cover the SLA and £4k for the lighting loan. It was noted that ESS and repairs and maintenance were areas for concern but that there was no flexibility to cut other budgets. A governor asked if savings could be made on the water coolers. MP said that the school may need to consider asking for parental contributions towards swimming lessons if budgets remain pressured. KT-P informed governors that a bottom-line surplus of £376 had been budgeted. She added that all permanent staff had been included in the budget but some fixed term contracts were not included after expiry.</p> <p>Governors reviewed the capital budget. KT-P informed governors that she has asked for a 3-5 year plan for replacing kitchen equipment as this will be the school's responsibility.</p>	
<b>9</b>	<b>Personnel &amp; Communications Committee Report</b>	
<b>9.1</b>	Governors noted the unapproved minutes from the meeting held on 7 March and AP highlighted the main points from the meeting. The Clerk advised that the staff wellbeing survey had been emailed to all staff; 37 replies had been received so far.	
<b>9.2</b>	The Personnel Committee had reviewed the Staff Wellbeing policy and recommended it for approval by the LGB. It was noted that it was a new policy. <i>Governors <b>approved</b> the Staff Wellbeing policy.</i>	Clerk to email Wellbeing policy to staff

10 10.1	<b>Policies</b> Governors had reviewed the Assessment & Monitoring policy (this had been circulated by email). <i>The Assessment &amp; Monitoring policy was <b>approved</b> by governors.</i>	Clerk to publish policy on the website
11	<b>Any Other Business</b> <ul style="list-style-type: none"> <li>• A governor raised the issue of some class blogs being out of date and suggested that one blog be maintained per year group. This idea was well received as it would reduce teacher workload around blogging.</li> <li>• Governors discussed monitoring focuses and agreed dates for the monitoring groups: <ul style="list-style-type: none"> <li>➤ Teaching &amp; Learning. Governors agreed a Maths focus; to review the help desk resources and talk to the children.</li> <li>➤ Leadership. Governors could meet the Maths and English leads to talk about impact. This could incorporate Pupil Premium.</li> <li>➤ Behaviour. It was suggested that governors could look at learning behaviours and engagement, and come along to assemblies to cover SMSC.</li> </ul> </li> <li>• Governors had a discussion concerning safeguarding. <i>No concerns were noted but it was <b>agreed</b> to add a safeguarding review and report to the Action Tracker for the next meeting (MP &amp; KT-P to do).</i></li> </ul>	MP to review arrangements for blogging  MP & KT-P to prepare safeguarding report for next LGB meeting
12	<b>Date of next meeting</b> The date of the next meeting was confirmed as Wednesday 24 May 2017 at 4.30pm	

The meeting closed at 7.10pm.

Signed: ..... *J. Cutchey* ..... (Chair) Date: *24.5.17* .....

Name: *JACKIE CUTCHEY* .....

