
SIDEGATE PRIMARY SCHOOL

Local Governing Body

Key elements of governance:

- With the leadership of the school, establishing and sustaining the culture, climate, ethos and values of the school.
- Taking a clear role in holding the leadership of the school to account with regard to standards, i.e. knowing how the school compares against similar schools and nationally. Particular importance should be placed on levels of progress and attainment for all pupils generally, and vulnerable groups in particular. All governors should be aware of the standards achieved and through appropriate challenge of the leadership of the school, what is being done to continue to improve them.
- Ensuring that the school's financial management is robust, achieves a high level of value for money and complies with all audit requirements. This is public money and governors need to assure themselves that it is being spent appropriately and efficiently.
- Beyond the above, there are further responsibilities that need to be met by the LGB. They include:
 - Ensuring all Health and Safety requirements are adhered to;
 - Safeguarding and child protection;
 - Staff welfare;
 - How special education needs are met, including those of gifted and talented pupils;
 - Contributing to the performance management of the Head/Principal.

Rules for membership: The committee shall consist of a **minimum** of **four** governors which will include the Headteacher.

Quorum: The quorum for a meeting of the Local Governing Body, and any vote on any matter thereat, shall be any three of the members of the Local Governing Body, or, where greater, any one third (rounded up to a whole number) of the total number of persons holding office on the Local Governing Body at the date of the meeting.

Chair of the Committee:	Ed Dewson	Clerk to the Committee:	Toni Cornish
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Attendees

Name	Governor Type Trust/Parent/Staff/Associate	Present/Apologies/Absent
Ed Dewson	Trust (Chair of Governors)	Present

Natasha Moreno-Roberts	Parent (Vice Chair of Governors)	Present
Matthew Ferrier	Associate	Present - absent from 5.30pm
Mary Hallett	Trust	Present
Danny Howden	Staff	Present
Wendy James	Headteacher	Apologies
Tim O'Keefe	Parent	Apologies
Helen Quantrill	Associate	Present from 5.30pm
Heather Valentine	Staff	Present
Karen Wesley	Trust	Present - absent from 6.00pm
Steve Wildon	Trust	Apologies
Anna Heaven	Observer	Present

Sidegate Primary School Local Governing Body

AGENDA ITEMS / MINUTES / ACTIONS

24th April 2018 - 5.00pm

[Governing Body Reference Key Documents](#)

Phase/Subject Leader(s) Presentations

Science - [Click here for the full presentation](#)

Emma King and Debbie Coleman attended the meeting to explain to Governors the Primary Science Quality Mark programme (PSQM). They explained how an audit was carried out across the school and a decision made as to which award to aim for. Once decided, an action plan was then implemented and reflective statements/key pieces of evidence would need to be produced for submission. The overall aim of the PSQM programme is to raise the profile of science within primary schools and provide schools with the framework and support for developing science leadership, teaching and learning.

The principles of good science and teaching and learning were compiled from an activity at a staff meeting and also completed with some classes by Science Ambassadors. The Ambassadors came up with "Science is good when....." and they turned the principles into child friendly posters for display in each classroom. Examples of these can be seen in the presentation linked above. Jane Ryder is keen to paint these across the school, (similar to the Learning Gang). Staff also completed a survey about teaching and learning in science. There were approximately 15 questions and the results showed the priorities which fed into the action plans and the support given to staff. There are several useful sites shared with staff which provide resources to support planning and teaching and these are displayed around school.

As well as the action plans and principles of science, a calendar of events and CPD log need to be submitted. This records the experiences of children beyond their regular science lessons. CPD can be any professional dialogue such as a discussion, regular meetings, coaching sessions etc. A portfolio (Powerpoint presentation of 15 slides) will be submitted which evidences the impact on actions and reflections. Currently the PSQM programme is at the "reflective" stage, reflecting on the impact that the actions have had. The impact will focus on next steps and the award is the beginning of an ongoing improvement of teaching and learning. The final submission date is the end of June. STEM week (21st May) should provide valuable evidence. Many events and activities are planned for this year; Northgate Transition activity for Y6, Science Shares for every year group, Great Science Share event at University (linked to Terrific Scientific), The Big Battery Hunt (over 12,000 counted so far) and Science Selfie competition. DC and EK invited questions from Governors.

- MH thought it was fantastic and evidenced by those children moving into Y7 at Northgate who have had these experiences. MH questioned whether the programme had been well received by staff. DC confirmed there had been good buy in from staff and the Hub spoke about drawing on the experiences of those staff. A network meeting has also been held for staff.
- NMR spoke of the resources available at the University of Suffolk and the STEM network in Suffolk available through BT. EK spoke about the Festival of Learning and highlighted the importance of planning ahead and considering this to encourage larger companies. NMR asked whether the science selfies could be uploaded. EK confirmed they are looking to evolve this. NMR questioned if there an exemplar school within the ALT hub. EK confirmed they are finding out through the hub where there are strengths/weaknesses.
- ED questioned if there was any scope for incorporating the idea of scientific method and could it be the knowledge which is putting them off, or is this too early. EK confirmed it is more method based and at this stage the curriculum is not focussed on knowledge.

- MH commented that she and WJ sat next to each other at a session at the Festival of Learning which showed science as a creative subject and how great it is to learn the knowledge.
- HV confirmed how the children love the sessions outdoor and KW reiterated how great the science club was too.

Governors acknowledged the hard work by teachers and thanked DC and EK for their presentation.

Well-being Project - [Click here to view full presentation](#)

Madeline Johnson attended the meeting to explain to Governors about the well-being project which came about following a Green Paper about children and young people's mental health dated 16/17. The project supports a whole school approach that embeds the promotion of well-being through the culture of the school and curriculum as well as through staff training and cpd. Working with Suffolk Mind, Sam Hicks will be the Mental Health lead using a £3,5k Government DfE grant to create a mentoring support programme.

A survey of children was undertaken and this will be repeated in the autumn term. Through peer to peer support and staff support it was recognised that there is a need to build resilience amongst staff and children to help them cope with any transitions in their lives. The school will be working alongside outside agencies such as Suffolk Mind, CAMHS, the DfE, NHS etc. Sidegate uses the Thrive approach, questions which identify individual needs. As well as this approach, Sidegate runs several other groups for pastoral care, nurture, anxiety etc. Working closely with Suffolk Mind, staff are being trained, children in Y2 & Y5 will be trained with parental involvement and Well-being Ambassadors will be created. Presentations will also be made at the EYFS induction days and cards will be supplied for their School Readiness packs. MJ explained that the school recognise families have their own anxieties and hope this project will also impact on parents mental health. Questions were invited from Governors.

- ED questioned how the project will evolve. MJ explained as a toolkit with the first steps getting people to talk and asking for help.
- HV asked whether the grant is a one-off. MJ confirmed it was but as the project is much further down the line, links could be maintained with Suffolk Mind. HV questioned whether this would provide an out of school resource. MJ explained how this is being referred to Ofsted to ask them to look into MH in schools.
- ED acknowledged that the concept of health is poorly defined and that of MH and it is good to talk about it.
- DH spoke about the reality, how more and more children whose needs are not being met suffer with low self esteem. School are already doing lots and although this is a small number, numbers are growing.
- MH asked whether MJ is working with any research schools. MJ confirmed they are working with Highfield, tapping into training.

Governors thanked MJ for her presentation.

	Agenda Items	Items Discussed	Actions to be taken
1	Attendees and Apologies - All 5.30pm - 5.35pm	Apologies were received from TOK, SW and WJ. MF and KW confirmed they would need to leave the meeting early due to other commitments	
2	Minutes of Last Meeting and Matters Arising - All	To review and approve minutes from meeting held on 20th March 2018	

	5.35pm - 5.40pm	20th March 2018 Minutes were approved as accurate. Governors noted the actions under matters arising.	
3	Pecuniary and other interests - All 5.40pm - 5.45pm	Declaration of Pecuniary and Other Interests with regard to items on the agenda. <ul style="list-style-type: none"> There were no interests declared. 	
4	Chair's Actions - ED 5.45pm - 5.50pm	To note any actions carried out by the Chair since the last meeting. <ul style="list-style-type: none"> There were no actions to report. 	
5	Trust Business - WJ 5.50pm - 6.00pm	https://docs.google.com/document/d/1ke5K5Ukye4bg1HfNwKm0qxnIL3Q0YHOAI03L1labKpA/edit?usp=sharing Restructure of Local Governing Bodies - Governors discussed the consultation document on restructuring local governing bodies across the Trust. MATS are required to review their governance procedures regularly and the proposals are being made following a review of the Articles of Association. These will be discussed further at the ALT Governor session on 15th May. It was agreed that ED would write to Karen Jarvis on behalf of Governors about the invaluable contribution from staff Governors to meetings. Governors felt strongly that staff Governors should not be deprived of their right to vote as this would be detrimental to the ability of the Governing Body to fulfil their remit. They also felt this would have a demoralising effect on both the individuals in questions and on future staff Governors. <ul style="list-style-type: none"> Proposed Governing Body Membership <ul style="list-style-type: none"> 1 Chair 1 Headteacher 4 Trust Governors (currently KW with SW leaving at end of year - 2 vacancies) 2 Parent Governors 2 Staff Governors TC to check with Karen Jarvis, do we need to recruit 2 further Trust Governors. Link to consultation document Scheme of Delegation - The revised Scheme of Delegation has now been published on the ALT website. https://www.activelearningtrust.org/about/documents MyConcern Demo 3rd May - WJ, Sam Hicks are due to attend the demo of this software, used to record and manage safeguarding concerns. Access Control Demo 3rd May - WJ and HQ are due to attend the demo of this system, used for the control of access for staff and visitors. Mental Health Working Group - Following Sam Hicks and Madeline Johnson's attendance at a recent Hub Meeting, Gary Peile was impressed with what was happening at Sidegate and requested that an audit is completed on what schools are putting in place to address Mental Health.	Ed to write to Karen Jarvis re: Consultation Document. TC to confirm with Karen Jarvis minutes regarding delegated responsibility and Governor vacancies.

		<p>GP has requested they form a Working Group and attend training on 23rd May and 3rd July. Sidegate are already working with Suffolk Mind in partnership with Madeline Johnson (as discussed above under Subject Leaders Presentations).</p> <p>Paul Hamlyn Foundation Grant - As discussed at previous meetings, WJ is in London today presenting the bid.</p>	
6	<p>Headteachers Report - WJ 6.00pm - 6.30pm</p>	<p>Link to Headteachers Report</p> <p>Questions from Governors.</p> <ul style="list-style-type: none"> • ED spoke about the Teacher Assessment Data Y1-5 (page 9/10), RAG rating, why is 69 Y4 red but combined 64 RWM is green. AH explained these are individual targets for each subject. The colour is based on whether the target has been reached. Combined will always be a lower number because the expectations are higher than that for individual targets. Targets will be based on last years teacher assessments. DH confirmed that at this point of the year we are looking for children to be beginning or developing. By end of year there is expectation that a higher percentage will be developing. • ED asked what was happening with writing in Y3 and SPAG Y3/4. Could this be attributed to EAL in those year groups. HQ confirmed that there are several EAL children who have joined in Y3 and are new to the country which could impact on numbers. • MC was very impressed with fire drills at different times throughout day. DH confirmed that the fire drill the day before had worked exceptionally well. • ED asked what were single service referrals (page 5). HQ confirmed these are when a referral is made to just one agency, i.e. not the MASH team. This demonstrates early intervention to address needs. 	
7	<p>Finance - HQ 6.30pm - 6.35pm</p>	<ul style="list-style-type: none"> • Month end. • Budget for next academic year. <p>HQ reported an in year surplus which is the figure shown in green on the summary report. With regard to income, if the school continue with spending and receive income as anticipated there will be a net surplus of £6484. This is mainly due to being without an SSC teacher for two terms and paying TA's to support. Spending has also been cautious. The carry forward figure currently reported is £216,544 although a new SSC Teacher has now started which will impact on these figures.</p> <p>There continues to be a need to be cautious as there are potential support staff pay rises and other increases (energy costs 20% gas, 25% electricity) as well as possible teacher pay increases of 2%, and teacher pension increases of 3-5%.</p>	

		<p>HQ confirmed ALT would like 3-5% in year surplus in Y3.</p> <ul style="list-style-type: none"> • HV questioned whether capital can be spent on refurbishment (classrooms decorating, fencing). HQ reported that investment is needed in IT. • MH questioned whether the school pay the Apprenticeship Levy. HQ confirmed the school do pay but do not have funds to have apprentices. . • NMR questioned whether energy costs are negotiated by Sidegate or ALT. HQ confirmed this was ALT. • ED spoke about the carry forward and questioned what are the vulnerabilities for next year. HQ reported the need to find an additional £30k for support staff for the joint national council rise. This does not include teacher pay rises. • DH reiterated the need to be cautious as schools in the area are growing and this could affect pupil numbers. Funding per pupil could also be affected. We projected that we will be full in the next academic year in reception 2018/2019. • ED spoke of the need to be mindful on the budgetary impact on teaching. 	
8	Governor visits - ED 6.35pm - 6.40pm	<p>To note any questions arising or any actions required/undertaken following Governor visits since last meeting</p> <p>No visits have taken place.</p>	
9	Governor Training - All 6.45pm - 6.50pm	<p>To note focus for the next training meeting on 22nd May 2018</p> <ul style="list-style-type: none"> • Grant bids/funding - TC to invite Jim Brown, External Funding Officer from Suffolk County Council to attend for a short half an hour discussion to discuss funding bids etc. Jim Brown's Presentation notes from SWISS governor training that WJ attended. <p>Modules for this meeting</p> <ul style="list-style-type: none"> • Special Educational Needs and Disabilities (SEND) - Categories, Funding (including High Tariff Needs), Interventions, etc. • NGA Training Module: Holding to account: Knowing your organisation-the effective governance of SEND - "This two hour session covers both the requirement to comply with guidance and the practicalities of holding the school to account for the performance of pupils with SEND. 	

10	Safeguarding - KW 6.50pm - 6.55pm	<p>To receive any updates.</p> <ul style="list-style-type: none"> • Safer Recruitment Training for Governors. NGA Online training module <i> Holding to account: Knowing your organisation-safer recruitment.</i> <p>KW left the meeting before this item was discussed.</p>	TC will ask KW for an update via email.
11	Teaching, Learning & Curriculum Update 6.55pm - 7.10pm	<ul style="list-style-type: none"> • Update on Spring term monitoring - findings and next steps (carried forward from previous meeting). <p>Monitoring takes place each term. WJ/MF look at lessons and books. The pupil progress meetings look at data and children, what is going well, what is not.</p> <p>DH summarised:-</p> <p>EYFS What is working well - Adult interactions and questioning supporting and prompting new lines of learning. Pupils sustaining self initiated activity with good collaboration Actions to be taken - Explore approaches to show clear progression of development in writing.</p> <p>Y1 What is working well - Good behaviour management leading to productive working environments. Good use of pace to allow time for independent learning. Actions to be taken - Model expected outcomes more explicitly and use this to support challenge for more able. Embed the language of learning through explicit use of LO and SC.</p> <p>Y2 What is working well - Pupil independence has developed considerably since last ter There is good progress evident in books. Actions to be taken - Look at whole class marking techniques and how they can be used to support pupil reflection and response. (Pupils not being given time to respond to next-step marking). Ensure all pupils have access to range of resources to support their independent work.</p> <p>Y3 What is working well - Creative approaches to developing reading comprehension. Actions to be taken - Consistency across the classes in pace of learning and behaviour management of low level issues. Look at teaching of arithmetic and why it is currently not embedding the Y3 arithmetic curriculum.</p> <p>NMR questioned if there were any differences in gender achievements. DH explained that at the end of KS2 results it is usually equal.</p> <p>Y4 What is working well - Modelling of expected outcomes - supporting high expectations.</p>	

Pupils grasping new concepts quickly - evidence of secure impact of previous teaching.
Actions to be taken - Develop year group strategies for planning differentiated work to meet the needs of all pupils (especially those at extreme ends of the ability spectrum).

DH explained how in Y4 there is a huge spread of ability. ED questioned if this is apparent throughout their journey through the school or is this recent. DH confirmed the school have always had the same issue within the broad range of abilities. ED questioned if the approach is different in terms of teaching and planning. AH confirmed she had taught this year group in Y2 and how the gap widens as they move up the year. There are also fewer support staff in Y4. Teachers have to find activities which they can access individually. The implication is on teacher preparation and understanding the levels children are working at. DH spoke about extending the lower ability and at the same time, there is a need to plan something which the rest of class can access independently and make progress. Extending the more able but not moving them onto the next stage of learning. HV explained how historically the lower abilities would have worked with TA. Without this additional support it does create independent learning and developing confidence. DH confirmed precision teaching is working really well, particularly those borderline children.

NMR questioned how much working there is with year groups above and below, splitting into ability groups. AH explained that phase meetings share good practice, discuss strategies for children where there are concerns. DH confirmed moderation is key, looking termly or half termly and expectations and progress. This has a positive impact on teachers allowing for more discussion and dialogue.

NMR questioned in terms of teacher and class allocations for next year, is this part of CPD. DH explained it is about striking the right balance. WJ has had conversations with staff about CPD. There is a need to ensure there are not too many new members in one year group as well as recognising that some staff do want development and to move to other year groups.

Y5

What is working well - Good adult pupil relationships and interactions including good use of questioning to support and challenge. Nature of activities encourages independence and pupil led learning.

Actions to be taken - More consistent presentation of work in books - too much variability. Ensure appropriate challenge for top end and expectations for those who are working towards EXS.

Y6

What is working well - Broad range of writing with high end punctuation being used effectively. Effective marking and feedback supporting pupil development.

Actions to be taken - Tight focus on securing consistent use of basic punctuation. Think it, say it, write it - so children are clear that what they have written matches what they intended.

Harriers

What is working well - Good evidence of progress in books. Excellent adult pupil relationships -

		<p>really know the children and what they need. Actions to be taken - Model expectations more clearly - WAGOLL. Consider use of adults using exposition.</p> <p>In summary, there is a whole school emphasis on developing marking and feedback through whole class marking trial. Securing basic punctuation is a whole school issue. Too often children are using higher order punctuation but not being systematically challenged for basic punctuation errors.</p> <ul style="list-style-type: none"> ● RE - syllabus/curriculum/policy/legal requirements Please read the following prior to the meeting, so that an informed discussion can be had: Sidegate RE web pages NATRE Legal Requirements Suffolk SACRE are currently reviewing their curriculum, when this is published, we will review ours and the school RE Policy. Sidegate meets the Gold RE Quality Mark criteria. <p>It was agreed to carry forward this discussion to the next meeting due to the number of Governors present.</p>	
12	School Improvement Plan - MF 7.10pm - 7.20pm	<ul style="list-style-type: none"> ● Review progress of SIP, Monitoring Programme link. ● MF to confirm SIP categories/ dates/opportunities each term. <ul style="list-style-type: none"> ○ https://docs.google.com/document/d/1Kri3fM-p-wTamKE_KOwrmT0ErJxl6aMKxeN_U9X59B84/edit?usp=sharing <p>MH felt this was a positive way forward and wanted to thank MF for his proposals. All Governors present were in agreement.</p>	
13	Policies - All 7.20pm - 7.30pm	<p>Policy/procedures for review</p> <ul style="list-style-type: none"> ● Letting rates 2018/19 https://docs.google.com/spreadsheets/d/1cnTN31Omn8518eIG6ZETMSQ6dUE6uPw_YQmv7_hkCHQ/edit?usp=sharing <p>HQ confirmed the lettings rates are for the community. All football pitches are full for next academic year. NMR spoke about income generation and suggested considering astro turf in the future to generate more lettings for greater income.</p> <ul style="list-style-type: none"> ● Behaviour Policy - reviewed March 2018 to include Care and Control Policy. https://docs.google.com/document/d/1ilwWcBPYPBxBwoX9lqhhe17SmtrVZr1dkk7-GpgW0Q/edit <p>Governors were pleased the policy included “inclusion”. MH questioned whether restraint was ongoing. DH confirmed not all staff are trained but SLT have received full training and extended leadership theory. SSC staff have received full restraint training. MH thought the content was very</p>	

		<p>impressive and any issues are very clear within policy. DH confirmed there were low numbers of pupils requiring restraint within mainstream school.</p> <p>Both policies were approved unanimously.</p>	
14	Any other business - All 7.30pm - 7.40pm	<p>Any Other Business document</p> <p>Party Tent - A quote was obtained to hire for the Arts Festival/share with PTA country fayre/Summer open air concert however, this was over £1,200. The school are considering purchasing their our own for a fraction of the cost, which will benefit whole school. Fundraising should cover the costs. NMR suggested approaching Cabin Crew to share cost. NMR will research tents and share with WJ.</p> <p>Strategic School Improvement Fund - GOV.UK Governors noted the professional development available from this.</p> <p>Parent View survey results from April 2018 and comparison from survey carried out 2016/17</p> <p>Homework is an area for exploration. It is positive that parents would recommend Sidegate. Progress needs to be explored further.</p>	
15	Date and time of next meeting(s)	<p>GDPR meeting 4pm - 5pm Thursday 26th April, Hillside.</p> <p>ALT Governor's meeting 6pm Tuesday 15th May, Chantry Academy</p> <p>Tuesday 22nd May 2018 (training focus) 5.30pm start</p> <p>https://docs.google.com/document/d/1uk6gz13tnQH5zjNcwr8A1H-VVB9LHs5HKFbbCojRZ3g/edit?usp=sharing</p>	

Meeting closed 19:15pm.