

**Isle of Ely Primary School  
Local Governing Board  
Minutes of the Meeting  
held on Thursday 7<sup>th</sup> July 2016**

Present: Ms M. Lloyd (Chair) Mrs S. Hogger  
Mrs B. Surtees (Head) Mr S. Dove  
Mr D. Marriott Mrs K. Marriott  
Mr A. Sanderson Ms C. Amory  
Dr D.Knox

In Attendance: Mrs J. Sanders (Clerk)

Apologies: Mr A. Perry

<i>Item</i>	<i>Notes</i>	<i>Action</i>
1.	<p><b><u>Absence</u></b></p> <p><b>1.1 Apologies for absence</b> Apologies were received from AP</p> <p><b>1.2 Consent/Non-consent to absence</b> It was agreed to accept the apologies as given.</p>	
2.	<p><b><u>Declarations of Pecuniary &amp; Non-Pecuniary Interest</u></b></p> <p><b>2.1 Declaration of any pecuniary or other interest with regard to items on the agenda</b> No new interests were declared.</p> <p><b>2.2 To update the register of Pecuniary Interest</b> No updates required at this time</p>	
3.	<p><b><u>Chair's Action</u></b></p> <p>Ms Lloyd reported that there were no Chair's Actions carried out since the last meeting.</p>	
4.	<p><b><u>Minutes</u></b></p> <p><b>4.1 To confirm the minutes of the meeting held on 3<sup>rd</sup> May</b> The minutes of the last meeting held on Tuesday 3<sup>rd</sup> May were confirmed as a true record.</p> <p><b>4.2 Matters arising from the minutes</b> It was agreed that in order to show full participation from all Governors in LGB meetings, governors initials will be put alongside any questions asked.</p> <p>DK asked if there was any follow-up regarding lettings as a policy had been reviewed a few weeks ago.</p>	

BS told the LGB that the lettings policy has now been agreed and implemented. The school now opens for Street Fit on a Monday evening. We have also had enquiries about pilates on a Tuesday and after the summer, the Lane Academy will be moving their dance company here each Thursday. They are also renting the school for the first week of the summer holiday so we are beginning to make money. At the moment BS opens/locks the school for Street Fit. Mr Latimer, the site manager, has agreed some hours. However, until we employ more staff, I think it will be difficult to offer any more availability.

ML stated that, in her opinion, any monies raised by the letting of the school facilities should be kept in a separate 'pot' and used to provide 'extra' facilities that otherwise may not have been available as they wouldn't have been budgeted for. However, it needs to be ensured that any extras provided could be proven to be of benefit to the whole of the school.

AS – It had previously been discussed that LGB minutes would be made public once agreed.

Can you give an update on the mechanism for this and if it has been actioned yet?

BS said that once the notes had been agreed these could be put on the school website.

5. **Academy Improvement**

**5.1 Anne McCormick's review of Teaching & Learning**

BS referred governors to Anne McCormick's report, which had been circulated prior to the meeting to allow for questions to be forwarded. Questions and answers included:

AP – Anne McCormick's report highlights the many strengths of the school and a few areas for development. Are there any areas for development you would add to those highlights?

BS – I think we need to develop our interventions, outdoor learning and concentrate on narrowing the gap between boys and girls. We need to develop inquiry based learning and mastery within the challenge curriculum, develop and empower curriculum leaders, develop growth mindset and learning behaviours through Enabling Enterprise and team building.

AP – Her report appears to suggest the challenge curriculum is not consistently appropriate for all children. Do you recognise this? Could you give your perspective on this and what action you feel should be taken in response?

BS – I do not think that is what the report was saying, it was more about making the school think. The HOS and I continually review the curriculum and we are both its harshest critics and continually come up with ways for it to evolve. Currently, I think it motivates and engages the children and empowers them to be motivated and independent learners. However, by no means is it a finished model and we can see ways to enhance it further by developing the inquiry based learning and the way we teach our groups. Fundamentally, I really believe in it but a good school should continue to evolve and move forward and I think and will continually review, refine and tweak it.

A discussion then took place to suggest that maybe some parent's don't always understand or see how the Challenge curriculum works, or what activities contribute to which level of Challenge. It was put forward that maybe there could be a 'Challenge Day' in which the parents could be invited into school to have a more practical experience of the different challenge levels and how more-able children get challenged. BS thought that could be a good idea and that she would look into the possibility of holding such an event.

SP – It would be great to hear what plans are now in place to meet the “even better if” comments she made in the report.

BS explained that the school are working on a display policy and considering displays and the classroom environment. The school has also been working with Isabella who becomes the school’s artist in residence in September and she is producing some lovely art work. The corridor that links the two parts of the school and incorporates the library will become our celebratory corridor of work and we are looking at producing canvasses of the children which highlight the Enabling Enterprise Key skills and they will be put along the corridors. But again, we only moved into the space recently and we wanted to live in it before we made decisions about it. As stated earlier, we continue to review and improve the curriculum and obviously we want to continually develop and utilise all of the school.

AS – Could you give us your thoughts and plans resulting from the report’s EBI and Next Steps points?

BS explained that she had already answered the points regarding EBI, but in relation to Next Steps she has developed a document about roles and responsibilities with Heads of School which will come into operation in September. There will be very clear differentiation between operational and strategic and meetings have been planned around this. BS also said that she is going to ask for a formal review of the provision next term. She has asked Anne McCormick to be involved in ECERs and is waiting to hear but she is very excited about setting up the Nursery.

AS – Given that the report highlights a need for formal reviews of provision for minority groups, and that the latest results data shows these groups in the Reception Year (SEN, EAL, PP) underperforming, what does this tell us about provision for these groups at IoE at present? How do you feel the school’s existing provision is helping these groups when compared to other schools locally/nationally?

BS – I think that the school’s existing provision allows the children to flourish as independent, motivated learners. All of the children have made good progress from their baseline assessments and therefore, we have added value albeit below national expectations. We can also enhance our provision so that we give extra to the vulnerable groups and support. However, the objective led and challenge curriculum allow the children to see themselves as learners – these children are not demotivated and have made good progress this year.

AS – What are the missed opportunities relating to the new building (beyond development of the library provision), do you feel Ms McCormick is referring to?

BS – Playground, outdoor areas and outdoor learning and sensory circuits room. As you can see, the library is now beginning to get stocked but there is still some way to go. We have been very lucky in that we have received donations from parents and grandparents in order to help fund the Library. The Dance lesson donated £200.

DM – What do you see as the DNA of the school?

BS asked for clarification of what was meant by the question. A discussion was held around what was going to be the identity of the school, what sets it apart from other schools, what is the school’s unique selling point. The LGB decided that it was going to offer a set of ‘promises’ along the lines of: “If you are a child here you will....., because we will.....”. It was decided what this promise document could contain

within this would be as a result of collaboration all of groups such as the Champions of Change, the Parent's Forum and the LGB. BS asked all the governors to bring their ideas to the next LGB.

### **5.2 Standards & Progress**

BS referred governors to the data reports which had been circulated prior to the meeting to allow for questions to be forwarded. Questions and answers included:

DK – Excellent figures on GLD for Reception children but not up to predicted figure earlier in the year. I understand that the figure was inspirational but what factors contributed to missing this?

BS replied that the transition has had quite an impact on several children whom we thought earlier in the year would achieve GLD. However, there was the fake transition at Christmas and then the real transition and it unsettled some children. Attendance has also been an issue for a few of the children, one little boy joined the cohort and then is rarely in school and some of these children have personal issues. The main area the children did not achieve on was writing and for some of the children they are so nearly there.

DK – As above but in relation to Year One Phonics data.

BS replied that the school achieved 86.4% for phonics, well above the national average of 80.7%. We worked hard to achieve the aspirational target, and a couple of children whom we considered were borderline missed the pass mark by a few points.

DK – There is quite a significant difference between GLD for boys and girls. Can you suggest why this is and what you will put in place next year to counteract this (both for this cohort moving into Year One and the new Reception cohort)?

BS - Lego writing will continue into Year One along with a variety of other interventions, e.g. A-Z Literacy, Wave 3 FFT for reading and writing, Bearing Away, Easi-read. For Reception next year, there will be a focus on outdoor learning and will have boy friendly wows and we will consider the resources used. We will also have more boy friendly busy fingers and focussed areas for Minecraft and Lego. Much of the writing will begin outdoors.

ML – Asked if might be an idea to send writing practices home in the Summer?

BS said that such an option had been discussed previously. There are certain pockets of people that think that a child will do enough at school without having work to do in the holidays, whereas some welcome being given something to be able to do with their children during the longer break.

DK – I note that such a gulf does not exist between boys and girls in the Year 1 Phonics data, nor did it in the Year 1 achievement data we saw last time. Has something been done differently for this cohort?

BS - Year 1 is a very different cohort to the Reception year. The boys in that year enjoy writing and often preferred it to other challenges. I don't think anything was done differently.

DK – Pupil Premium children also have a markedly lower percentage than the general group for GLD. Could PP money be used to assist this group and avoid future discrepancies?  
BS replied that Pupil Premium money is used to fund Place2Be and the Lego group – many of the PP pupils are accessing these. However, next year, it may be used to buy interventions or extra support. Miss K Lloyd is looking into impact data on PP interventions.

AP – Boys are achieving above average GLD but, even so, one in three is not reaching GLD compared with just 7% of girls. Can you comment on why this gender gap is so marked and what can be done to improve boys' development?

BS replied that most of the boys who did not reach GLD are summer born boys and the main area they have not achieved on is writing. The transition has obviously played a role in this as the boys seemed more affected by the move than the girls. Also, a couple of the boys have personal issues, medical needs, EAL and attendance issues.

AP – Why are 20% more girls achieving GLD than the national average, compared with only 6% of boys?

BS - All of the children have thrived under our teaching approach and as already stated, the main area that the children have not achieved is writing. The girls, traditionally, find writing easier and they are happier to write. They were also not as unsettled by the move as the boys.

AP – Given the school's generally favourable socio-economic background (noted in previous assessment report) is it fair to expect results for IOE to exceed the national averages?

BS - Potentially yes. The children are not having to deal with issues at home as well as trying to learn. Many of our children have secure attachments and have high self-esteem. However, our base line assessments were in line with national averages but our GLD is exceeding the national average of 69.2% by 8.8%.

AP – Do you draw data comparisons with similar schools, ALT or otherwise, in similar socio-economic settings for a more like-for-like comparison?

BS - All ALT schools compare as do Cambridgeshire. So the national was 69.2% whereas Cambridgeshire average was 69.8%. In our Raise on line, which comes out next term, they compare like for like schools although this is mainly for SATS. Comparisons will be made with the local schools.

The LGB said that they would like some training on Raise on-line. BS said she will look into this.

AP – The phonics screening results appear to be very positive. What is the national average for comparison?

BS - National average for Phonics Screening is 80.7% whilst the Cambridgeshire average is 78.5%.

AS – What were the contributing factors that lead to the failure to meet the phonics screening target of 90%? How will you be looking to address this in the future?



	<p>BS – I don't consider 86.4% a failure. It was always known that 90% was an ambitious figure. There were a couple of children that were borderline on passing that missed out by just a couple of points. Phonics is taught extremely well here and floppy phonics is effective. Next year, more interventions will be put in place for the borderline children and staffing will be much more stable next year with more of us to ensure these happen consistently.</p> <p>AS – When evaluating SEN results, is it the scoring that's unfair (as statistically, on paper, the results are poor) or is there more we can do to help our SEN pupils?</p> <p>BS – There are only three children with SEN needs in both year groups. Two of them have medical needs which means they cannot achieve GLD for physical and the other child has behavioural, social and emotional needs and it impossible for these children to achieve GLD. SEN in Year 1 are not significantly behind and they are working towards the expected level. However, there is always more that can be done. We have reviewed our interventions and although they are good, we need more. Miss Lloyd is currently looking into that and we will buy in several more interventions. Staffing is always an issue in a small school but as we grow, this should become more stable and the interventions will be able to take place. Next year, Miss Lloyd is having a day to concentrate of Inclusion Lead to support these children. However, many of our children fall below the threshold for any outside support as they are not significantly below age related expectations.</p>	
6.	<p><b><u>Budget and Related items</u></b></p> <p><b>6.1 Budget monitoring report – to receive an up to date budget monitoring report</b> There is a good carry forward going into 2016/2017.</p> <p>At the moment, there are still a few cash flow problems in relation to the FF&amp;E spend and getting the money back in from the County Council.</p> <p>ML and all of the LGB wish to thank T Mason for all of her hard work in this academic year.</p>	
7.	<p><b><u>Committee Meetings</u></b></p> <p><b>7.1 To receive minutes from the Finance and Personnel Committees</b> The LGB noted that these had been received. There were no matters arising from these.</p>	
8.	<p><b><u>DfE Information</u></b></p> <p><b>8.1 To note any updates from the Need To Know area of the DfE website.</b></p> <p><a href="http://www.education.gov.uk/schools/toolsandinitiatives/cuttingburdens/b00216133/need-to-know-schools">http://www.education.gov.uk/schools/toolsandinitiatives/cuttingburdens/b00216133/need-to-know-schools</a></p>	
9.	<p><b><i>Any Other Business</i></b></p> <p>BS would like to discuss the structure of the sub-committees at the next meeting.</p> <p>Governors reports:</p> <ul style="list-style-type: none"> <li>• DK – Place to Be</li> <li>• AS – Enabling Enterprise</li> <li>• SP – Teaching leaders</li> <li>• One outstanding</li> </ul> <p>ML thanked the LGB, and all of the Isle of Ely staff, for all their work over this academic year and wished everyone a restful summer break.</p>	

10.

***Date of Next Meeting***

Future meetings were agreed as follows:

Local Governing Body: 20<sup>th</sup> October 2016 @ 6.00pm