**Isle of Ely Primary School**

**Local Governing Board**

**Minutes of the Meeting**

***held on Thursday 24th November 2016***

Present: Mrs B Surtees (Head)

Dr D Knox (Chair in the absence of Ms Lloyd)

Mrs S Peachey

Mr D Marriott

Ms C Amory

Mr A Sanderson

In Attendance: Mrs J. Sanders (Clerk)

Apologies: Mr. S Dove

Ms. K Marriott

Ms. M Lloyd

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| ***Item*** | ***Notes*** | ***Action*** |
| 1. | **Absence**  ***1.1 Apologies for absence***  Apologies were received from ML, SD and KM. BS informed the LGB that she had received notice of resignation from Mr A Perry.  ***1.2 Consent/Non-consent to absence***  It was agreed to accept the apologies as given. |  |
| 2. | **Declarations of Pecuniary & Non-Pecuniary Interest**  ***2.1 Declaration of any pecuniary or other interest with regard to items on the agenda***  No new interests were declared.  ***2.2 To update the register of Pecuniary Interest***  No updates required at this time. JS had not chased up outstanding forms as yet, but would do so after this meeting. **UPDATE: JS emailed those outstanding 01.12.16** | **JS** |
| 3. | **Chair’s Action**  There were no Chair’s actions to report at this time. |  |
| 4. | **Minutes**  ***4.1 To confirm the minutes of the meeting held on 20th October***  The minutes of the last meeting held on Thursday 20th October were confirmed as a true record.  ***4.2 Matters arising from the minutes***  There were no matters arising from the minutes. |  |
| 5. | **Headteachers Report**  ***5.1 To discuss the Headteachers report***  BS referred governors to the Headteacher’s report circulated prior to the meeting. AS asked for it to be known that the questions that he submitted prior to the meeting were a collaboration of his own questions and questions that had been put to him. Questions arising from the report included:  **Section 1 - Introduction**  AS – Is there any need for the LGB to be informed of the purpose of the Site Supervisor’s resignation? **BS explained that the site supervisor tendered his resignation on the Friday immediately preceding the October half-term prior to dismissal proceedings starting.**  AS asked a question regarding the chaotic start of term. **BS explained that this matter had been discussed at the previous LGB and re-iterated that there may always be a propensity for change until the school is full, fully staffed, and that those staff have been deployed exactly where needed.** DK – Do you think transition emphasis is needed? **BS thought that the way transition is handled works well and that the children respond and settle well with ‘their’ adults. It was just been unforeseen circumstances that led to the moving around of staff at the beginning of the year.**  **Section 2 – Trips & Visits**  AS – Have costs for the trip been covered by the school or the PTA? **BS said that parents are paying for the trip with some help from the PTA. The school will also be making a contribution.**  **Section 6 – Performance Management**  AS – Have previous year’s findings and experiences informed this round of reviews? **BS explained that all targets are linked to the SDP. There is a structure to the reviews and who does them:**  **Kirsten Marriott – manages the KS leads and the teachers**  **Kate Lloyd – manages the TA’s**  **Teresa Mason (Business Manager) – manages Admin/Site staff**  **All staff have had their reviews in relation to pay reviews, as discussed at the previous meeting.**  **Section 7 – Pupil Attainment**  AS – Yr 1 Phonics: are the same interventions previously covered in action currently? **BS explained that the school are using a collection of interventions, including bearing away, easiread etc. and these are proving to be effective.** AS then asked if there were any particular challenges within the new cohort. **BS said that the children all had a similar GLD and were working at slightly above the national average.**  **Section 8 – Pupil Premium**  AS – With spending focussed on P2B, how does additional learning get funded? **The extra tuitions etc will be covered by Pupil Premium money and the Place2Be extra will come from the main budget. Michelle is having Wednesday afternoons out of the classroom to do interventions and Kirsten is providing group support. Michelle is teaching after school for a group of PP children.**  It was noted that it appears that more girls than boys use the Place 2 Talk service and the question was asked why the Headteacher thought that was. **BS explained that there are some boys who, in her opinion, should go but they are not keen. Sessions take place at break times and the children would much rather be outside kicking a football about than inside talking! However, it is apparent that at the moment the greater need is actually with the girls. Mary does do circle time in the class, which encourages children to talk. It must also be noted that with limited availability of sessions, pupil premium children take precedence. BS does agree though that the school does need to work on encouraging boys to go.**  What kind of impact is P2B having? **BS said that there is definitely some impact within the room, although it is not necessarily being seen in class yet. There have been individual changes seen in some children so they obviously do take it with them.**  **Section 10 – In school ativities**  AS – In the first instance wanted to comment that the first half-term activities have been brilliant and wanted to pass his thanks to all involved.  AS – Asked the Headteacher to provide a definition of the MX programme. **BS explained:**  • **Music Explorers (MX) is a programme of instrumental learning through ensemble instruction targeted at primary music learning. • It takes place during the school day at times determined by the music service in collaboration with the school. • MX Octave (MXO) is targeted at Pre-school, Reception Stage and KS1. It is an ideal introduction to music making and understanding music, developing a variety of transferable skills and drawing on the educational concepts of Kodaly, Dalcroze and Colourstrings. • MX Sing (MXS) is targeted at KS1 - As well as vocal skill development, MX Sing is designed to support ks1 students with learning about the elements of music. Whole class sessions are 30 minutes long and take students through a variety of songs from different genres, exploring pitch, rhythm and notation through a range of fun and engaging activities. • MX Play (MXP) is targeted at KS2 Y3-4 - Is targeted at KS2 students in years 3-4. This programme focuses on ensemble music making. Students continue building on the key skills which they learnt during MX Sing and develop their playing technique and understanding of music through use of the recorder, glockenspiel and djembe. • MS Band (MXB) is targeted at KS2 Y5-6 - is designed to extend the learning and skill development which has taken place in the previous MX stages through continued ensemble** **learning, and by introducing students to a new range of instruments. Usually focused on the brass or wind sections, students are introduced to instruments over a number of weeks before selecting one which they will learn as part of ensemble music lessons for the rest of the school year.**  **BS informed the committee that the school is working towards an ARTS Mark - Miss Hibbert is working on a project as part of her Leading Active Learning training.**  **Section 14 – Premises**  AS – what affect / changes have been necessary in securing the school since the resignation of the site supervisor? **BS explained that at the moment she has taken on the responsibility of opening/closing and on-site matters since JL left, with help from Kate Lloyd. However, there is an end in sight as whilst the meeting was going on, BS received an email from the person that had been offered the position to say that they were accepting the offer made. Subject to terms of notice etc. it is hoped that they will start in January 2017.**  **Section 15 – Curriculum**  AS – What feedback have you had from parents on Share sessions? **BS said that she had received no feedback herself. AS said that from things that have been heard, some parents think that the challenge teaching appears ‘chaotic’ with children at different areas of the classroom. BS explained that teaching has moved on from the ‘sat at desks’ approach, but that the way the children are being taught is working, they are engaged and enjoy coming to school. BS went on to mention that already there had been over 100 people that have been to have a look around the school and there were more sessions to come.**  **Section 16 – Pupil Behaviour**  AS – Are there details of the minority whose behaviour has been “generally good”? What action has been necessary, if any, to improve the behaviour in this minority? **BS that children have specific behaviour plans put in place, including things like 1:1 directed learning. The important thing to provide support to make them feel safe and happy.**  **The school has a ‘Critical Incident Plan’ in which a class will be moved and the child in question is contained in the classroom. BS was asked why move a whole class when the child could be moved? BS explained that it is easier, the teacher can settle the class and continue teaching. If a child becomes violent and is lashing out, it is not something other children should see as it could cause them to get upset. It also minimises the risk of anyone being hurt. Having said that, the new behaviour policy is having a positive effect on behaviour and parents are very positive about it.**  **Section 17 – Pupil Attendance**  DK – The attendance figures are very good so far this year. **BS said that the overall attendance figure was 96.81% and they were aiming for a target of 96% at the end of the year. At the moment, absences this term have been due to illness. There was a drop in parents taking holidays in school time, however there are 6-7 families going on a collective holiday just before Christmas but still within school time which will obviously affect the figures. CA works very hard in monitoring attendance and dealing with the EWO when necessary. We have one persistent absence but this child is from a traveller community so we work closely with the family to try and ensure regular attendance.**  **Section 19 – Other meetings**  AS – What value are the meetings with Kingsfield bringing to IOE or vice-versa? **BS said that the schools value the support of each other. As BS has been through the process of moderation and can share information and good practice. BS said she had been encouraged to make connections with other ALT schools.**  ***5.2 Data***  BS referred governors to the data sheets circulated prior to the meeting. Questions from the information included and reminded the LGB that Reception data will be collected termly rather than half-termly:  AS – What trends are you observing in these figures? **SB said that currently Maths appears to be a particular strength. Reading & Writing is still a work in progress. There is still a gap for pupil premium children. The PP children are mainly boys and also mainly SEN. Miss Housden is teaching a group 1 hour a week.**  AS – are there any areas in the baseline assessments which give you concern? **BS explained that she was pleased with the baseline overall. Need to track CLL (Comms, Language and Literacy).**  SP – do you see any differences in relation to which pre-school attended?  **BS said that the Harlequins children stand out; their baseline is a little above average. The ESP group working together means that expectations are clear and you almost know what you are getting when the children start. BS anticipates that the transition from Little Elvers to Reception should be smoother.**  Other points to note were that Yr 2 (1 beginning +) a little below average but that there had been an influx of children into the year. There is a core group from Yr 1 that are still at below age-related expectation.  ***5.3* *Safeguarding***  The LGB were referred to the Safeguarding Review document from Cambridgeshire County Council which had been circulated previously. It concluded that the IOE has tight procedures and that the Single Central Register is kept up to date with regular monitoring. It does mention that there should be ‘safer recruitment’ training for Governors. Questions arising from the report included:  AS – Did the review feel governors are currently active enough in safeguarding? **BS said that although the document says it’s a review, it’s a discussion document and a Governor needs to come into school and check it all.**  AS – Is there any value in booking a time and a place for all Governors to sit the Safer Recruitment Webinar? **BS felt that this was a good idea – DK had been due to attend training recently but was unable to.**  It was agreed that all Governors would attend a specialist Safeguarding Training session led by BS. It was agreed that this would be held on Wednesday 14th December, from 6.30pm – 8.00pm. JS to send confirmation email. **JS sent out a meeting request on 05/12/16.**  ***5.4 SEF***  Governors were directed to the SEF (Self-Evaluation Form) circulated prior to the meeting. Questions arising from this included:  AS – The school roll figure in the SEF differs from that in the Head’s report. Why is this? **BS explained that there had been an extra child admitted into school since writing the SEF in Year 1.**  AS – In your section “Areas for Development”, what plans are in play to assist with this goal? **BS explained that teachers have specific performance management targets relating to areas for development. Two teachers have CPD Leading Active Learning which targets our areas for development. Pupil Progress meetings and our monitoring schedule focuses on this and our new War Room.**  AS – What evidence exists that plans produced produce the desired results?   * **PMR – all teachers are given targets** * **CPD – all training is relevant and will link to the PMR** * **LAL – Leading Active Learning** * **Pupil Progress Meetings** * **SDP** * **RAP** * **Hospital Beds**   **BS explained that all the above link and feed in to each other; for example regular monitoring feeds into the ‘hospital beds’ document which in turn feeds into the SDP etc. so there is good evidencing.**  AS – What is the confidence level among staff that this cohort can meet goals set? **BS stated that the staff are happy to have these as there performance management targets.** |  |
| 6. | **Health & Safety**  ***6.1 To receive an update on the current situation***  As explained earlier in the meeting, at the moment IOE is without a site supervisor and has been since the October half-term. This unfortunately means, that there has been no movement on the matters outlined in the Health & Safety Review earlier in the term. However, a member of staff has, just today, been appointed and will start in January. The successful candidate has an extensive background in site management and BS is confident that she will be able to hand over Handsam’s review and that improvements will follow swiftly. |  |
| 7. | **Committee Meetings and Governor Links**  ***7.1 To receive an update regarding sub-committees and future meetings***  JS had previously contacted the Headteacher regarding a possible change in the way that Finance/Personnel committees met, a copy of the plan was circulated at the meeting. Instead of having 3 separate meetings a year for each committee, it was proposed to just have 3 extra meetings over the course of a year that had a sole focus on these areas that everyone could attend.  ***The LGB were happy with this plan and extra dates of Wednesday February 1st and Wednesday 17th May were agreed by all in attendance as the dates to have the ‘Resource’ meetings.* JS to add these dates to the list of future dates at the end of these minutes. JS will also redo the circulated plan to all as another reminder.**  ***7.2*** ***To confirm remaining Governor Links***  The Governor Links for 2016/2017 have been confirmed as follows:   * Attendance – DK * Safeguarding – ML * Pupil Premium – DM * Leadership – AS * Teaching & Learning – SP * SEN – SD * Health & Safety – CA   Governors were reminded to sign up for a visit if they had not done so already. |  |
| 8. | **Educational visits**  There are no new visits in the pipeline. |  |
| 9. | **DfE Information**  ***9.1 To note any updates from the Need To Know area of the DfE website.***  <http://www.education.gov.uk/schools/toolsandinitiatives/cuttingburdens/b00216133/need-to-know-schools> |  |
| 10. | ***Any Other Business***   * RPA Items not covered: ***The LGB agreed there was no need for any extra covers.*** * Financial Control Manual: ***JS informed the LGB that the only change was that a ‘useful links’ page had been inserted into the document and that the contents page had been updated to take a note of this*** * Policy Updating: ***JS circulated a list on behalf of KM, in which policies were to be distributed for the LGB to look at and note. These will be circulated shortly.*** | LGB |
| 11. | ***Dates of Next Meetings***  Future meetings were agreed as follows:  Local Governing Body: Thursday 12th January 2017 @ 6.00pm  ***Wednesday 1st February @ 6.00pm (Resources focus)***  Thursday 2nd March @ 6.00pm  Thursday 27th April @ 6.00pm  ***Wednesday 17th May @ 6.00pm (Resources focus)***  Thursday 15th June @ 6.00pm |  |