



John Blandy Primary School

Meeting: Local Governing Committee

Where: In person – JBL School

Date: Tuesday 16th July 2024

Time: 19.00

Name	Initials	Governor Type	Attended
Hannah Boon	HB	Community/Chair	Yes
Christina Holleywood	CH	Community/Vice-Chair	Yes
Lorna Butler	LB	Parent	Yes
Nina Davis	ND	Parent	Yes
Tamzin Einon	TE	Community	Yes
Gareth Sheer	GS	Community	No
Suzanne Elliott	SE	Headteacher	Yes
Rachel Skeet	RS	Staff	Yes
Rebecca Wilson	RB	Other/Deputy Headteacher	Yes
Rosie Phillips, Clerk to Governors	RP	N/A	Yes

MINUTES

Item	Subject	Lead
1	<p>Welcome, Quoracy, Declarations of Pecuniary Interest, Apologies</p> <p>HB opened the meeting at 19.06.</p> <p>Apologies were noted from GS.</p> <p>HB invited Governors to share any new declarations, of which there were none.</p>	Chair
2	<p>Urgent matters (as previously notified to the Chair)</p> <p>No urgent matters were noted.</p>	Chair
3	<p>Minutes of last meeting: (Documents: GovernorHub)</p> <p>a) Approval of minutes of last meeting on 23rd May 2024</p> <p>b) Matters arising from minutes of meeting on 23rd May 2024: HB to run through actions arising document to ensure all tasks completed by Governors.</p> <p>HB invited the LGC to share any comments regarding the minutes of the previous meeting. It was noted that there were no changes and HB confirmed she would sign the main committee minutes and the confidential minutes on GovernorHub. – Action HB</p>	Chair/Clerk



John Blandy Primary School

	<p>RP noted she had three actions on the actions arising document, all of which had been completed.</p> <p>SE confirmed she had bought new signage for the gate which was now in situ and that the school had seen much improvement in the gate being closed since adding the sign. SE confirmed that the conversation and outcome from the previous LGC meeting had given the issue more weight and urgency when presented to the staff team, thanking Governors for their support.</p>	
4	<p>Governing Body:</p> <ul style="list-style-type: none"> a) LGC Vacancies: 2 Community - Update from SE / HB on the progress of community Governors b) Nominations for Chair and Vice Chair for 2024-25. LGC to vote. c) Re-appointment of Governors whose term has ended <p>Regarding the LGC vacancies it was confirmed that there would be a new advert for community Governors being released from the Trust, and they were hopeful this would bring some successes.</p> <p>HB was put forward as candidate for Chair for another year, and she commented she would be happy to stay on in that role. HB was asked to leave the room whilst Governors discussed and voted on whether HB should remain as Chair. RP asked the LGC to comment if they had any queries or concerns about HB being Chair, of which there were none. Governors were invited to vote and voted unanimously in favour of HB being Chair for a subsequent year.</p> <p>CH noted she would like to continue as Vice-Chair for another year. CH was asked to leave the room whilst Governors discussed and voted on whether she should remain as Vice-Chair. RP asked the LGC to comment if they had any queries or concerns about CH being Vice-Chair, of which there were none. Governors were invited to vote and voted unanimously in favour of CH being Vice-Chair for a subsequent year.</p> <p>The Governors were informed that TE's term as a Trust Appointed Governor had recently ended and, upon being asked by SE out of committee, she had confirmed she would like to stay on for another term. RP confirmed that this had been put before the Board of Trustees, who had agreed, and therefore TE had been reappointed in her role.</p>	<p>Chair/Head/ Clerk</p>
5	LGC Dates 2024-25	Head / Clerk



John Blandy Primary School

	<p>LGC to agree:</p> <ul style="list-style-type: none"> - proposed dates for meetings in 2024-25 - Governor link roles - Committees and terms of reference <p>The proposed dates, as listed below, were presented to the LGC. There were no objections and therefore it was confirmed that the meeting dates for academic year 2024/25 would be as follows:</p> <p>Term 1 – LGC Thursday 19th September 2024 7pm in person at John Blandy</p> <p>Term 2 – Pay committee – window for pay committee is Friday 15th November 8.45 am 2024 LGC Thursday 28th November 2024 7pm in person at John Blandy</p> <p>Term 3 – LGC Thursday 16th January 2025 7pm in person at John Blandy</p> <p>Term 4 – LGC Thursday 20th March 2025 7pm in person at John Blandy</p> <p>Term 5 – LGC Thursday 15th May 2025 7pm in person at John Blandy</p> <p>Term 6 – LGC Thursday 3rd July 2025 7pm in person at John Blandy</p>	
6	<p>Governors SWOT Analysis</p> <ul style="list-style-type: none"> - Governors to conduct SWOT analysis. - Governors' 5-year vision <p>HB noted that there were three starting inputs, thanking RP for collating the responses. She highlighted that there was lots of commonality amongst the responses which was, in some ways, reassuring, but also recognised that many of the responses echoed conversations had in LGC meetings and so they needed to remain cognisant of that too. HB informed the LGC that their input was incredibly valuable.</p> <p>Firstly, HB highlighted that under strengths, the SLT came up repeatedly. HB praised the SLT, commenting on the deliberate structure crafted for the needs of the school and the way in which their skillset was well balanced. She added that, within the SLT, SE herself and the experience she brought with her provided further strength and stability.</p>	<p>Head / Chair</p>



John Blandy Primary School

HB noted that their good attendance levels were a further strength, noting that their improved attendance not only reduced pressure on the SLT but also demonstrated that they were managing the issue well. She noted that within the wider Trust JBL was commended for the strengths of their attendance management and for their safeguarding.

Progressing to discuss recruitment, HB noted they had done a great deal of recruitment, and it had gone well, which was testament to the fact that JBL was seen as a good place to work, adding that some of their part-time staff were also looking to increase their hours.

HB commented on the benefit of the preschool being back open and commended the school sports lead, whom she commented had been particularly proactive and creative over the past year, creating wonderful opportunities for pupils and finding new ways to make a difference to them.

HB noted they were the key strengths from the collated SWOT analysis, inviting the LGC to share any others they would like to add.

SE commented that she would like to add behaviour to their list of strengths, noting that the behaviour of the vast majority of pupils at the school was very good, commending them for being polite and well mannered.

HB agreed with SE, noting that parents also seemed pleased with the inter-year friendships many pupils had, noting how lovely it was to have seen those remain even as the school had grown.

SE commented that this was a clear benefit of the mixed-age classes and was something she had seen noted on many of the end of year reports from teachers.

RS added that she would like to add the curriculum to the list of strengths too. SE agreed, noting that it was well sequenced and well fitted for their mixed age groups, and that the pupils had spoken about the ways in which they liked it during their pupil voice, which was strong feedback to receive. Further to that, feedback from the peer review spoke positively of the curriculum and so they also had external validation of its success.

SE added that she felt their SEND provision was a strength too and that they had demonstrated that they were a nurturing and inclusive school for pupils



John Blandy Primary School

with SEND. Governors commented that their strong SEND provision was attracting parents to the school, which SE confirmed noting that she had recently shown a family around the school who said they had been attracted by the SEND information on the school website.

HB progressed to discuss the weakness noted, highlighting that there had been a shared focus in the responses on their infrastructure, namely the hall being smaller than needed and site security being both a health and safety and a safeguarding risk. She added that the way in which the site was overlooked by surrounding buildings was a vulnerability to be cognisant of.

SE corrected one weakness noted in the SWOT analysis, which stated there had been that there was no surplus in the budget, commenting that there was no in-year surplus for the following academic year, but previous years - including this academic year - were demonstrating an in-year surplus.

HB added that, in terms of finance, there were in no worse a position than most other state funded primary schools, as funding was tight across the board.

Finance Governor ND commented that, though the budget was tight, reassuringly they had good reserves.

HB noted, in light of this, that perhaps finance from a funding perspective should be considered a threat rather than a weakness, and that their sound financial management which had allowed them to maintain their reserves should instead be listed as strength.

SE agreed.

HB commented that maths data and levels for writing had been noted as a weakness on the SWOT, inviting SE to comment on whether she felt that to be a fair judgment.

SE commented that she felt the maths outcomes could be considered a weakness, however she felt the data was better noted as a threat.

HB then drew the LGC's attention to the fact that workforce diversity was listed as a weakness and invited SE to comment once again.

SE recognised the lack of diversity at JBL, adding that it was difficult to recruit due to a lack of diversity of applicants.



John Blandy Primary School

SE noted that they always used a matrix to ensure the recruitment remained equal and fair, explaining that they would take the job and person specification and score separately before bringing the results together to determine which candidate was the strongest.

HB noted that there was certainly a risk to be recognised when the best applicants were not also providing diversity to the school, noting that the lack of diversity was apparent to her as a parent and therefore she felt would be to pupils too.

SE recognised the concern, though noted it was common to get majority female applicants and that they must always hire on the strength of the candidate.

TE added that it was also a geographically influenced issue, as there was commonly less diversity in more rural areas.

TE – When you are scoring the candidates are their applications anonymous?

RW confirmed that they were.

CH – Anecdotally, I have found in nursery settings that parents have, in the past, been less comfortable about the addition of male workers, and so greater diversity of sexes could bring about that challenge which we should be aware of.

LB commented that the perspective of those parents who were uncomfortable was in itself a reflection of the impact of the lack of diversity and therefore it was important, rather than exacerbating that viewpoint, they strived to break the mould that perpetuated that thought process.

SE concurred with LB, commenting that having a male teacher in KS1 in recent years had been a positive step in breaking biases. SE commented that it had been positive for the pupils to have a male role model in the school, particularly for those pupils with less positive parental relationships and / or no male role models at home.

ND noted that though behaviour had been listed as a positive there were certainly some areas of difficult behaviours that she wished to raise.

SE reiterated that the challenging behaviours were from a small minority of pupils, often with SEND or emotional or mental health needs, and therefore behaviour remained a strength of the school.



John Blandy Primary School

RW concurred with SE, noting that the limited access to external agencies exacerbated the needs of those pupils whose behaviour was sometimes less favourable, explaining that the structure outside of schools was not sufficient in supporting them and therefore, at times, they were labelled as badly behaved, however it was important to recognise the causal factors in their behaviour.

SE added that even in instances of repeated difficult or challenging behaviour, suspension was not always the best choice for the pupils in question, as safeguarding was always at the forefront of their decision making and must be considered first.

HB thanked SE and RW for their responses, and for always keeping the safeguarding of their pupils as their priority. She noted that perhaps, in relation to this point, it should be listed as a threat that they were operating without the external support that was needed and without necessary access to services.

HB progressed to discuss opportunities, inviting the LGC to consider whether any of their listed opportunities linked with their strengths and weaknesses. She noted that they had opportunities from the formation of the new Cambrian Learning Trust in the form of staff development, cross-school working and activities and from access to greater resources which she commented was exciting.

She continued by noting that JBL's expanding SLT was an opportunity, bringing outside skills to the school and enthusiasm for new challenges and development.

HB also noted that there were lots of opportunities and benefits to be gained from SE undertaking leadership position at Thameside school for two days a week from September, and from having the preschool on site up and running again. HB enquired as to the number of pupils at the preschool and SE confirmed they were good.

HB informed the LGC that their positive relationship with Sunrise nursery provided opportunity too, and SE concurred, adding that they also attracted some pupils from Standlake, Wootton and Longworth preschools.



John Blandy Primary School

It was noted that there were potential future opportunities to be gained from planned building in both Southmoor and Kingston Bagpuize, though SE noted that this could be quite far in the future due to planned infrastructure development that needed to happen ahead of more housing being developed.

HB informed Governors that there were also opportunities to be gained from staff at JBL, notably the specialist knowledge of the pastoral lead, strong and effective teachers and knowledgeable and supportive TAs. She commented on the breadth of staff skillset and opportunities to develop TAs into teachers.

Progressing to discuss the noted threats, HB noted the dip in birth rate nationally and the overall trend of reduced pupil numbers was a clear threat, as well as settling into being part of a larger MAT with the Trust merger, and the adjustment that could bring. Furthermore, she highlighted the threat from losing SE for two days a week whilst she was at Thameside, as well as the increased mental load on RW as she took on the leadership role for those same two days. HB also noted that there was a vulnerability to be aware of in the risk of losing their experienced teachers.

SE recognised this vulnerability, though added that there was an opportunity with upcoming merger to share talent across the Trust and so hopefully they would find recruitment somewhat easier.

HB invited Governors to share any other threats they could foresee.

LB commented that, in light of the Headteacher's report and understanding the number of ECTs there would be the following year, she considered the impact on workload and capacity a threat as each would require a mentor and tutor.

RS concurred, adding that she also felt there could be a threat to staff resilience as there was no spare capacity to cover staff absence, therefore any sickness or absence had a significant impact on staff.

SE agreed, though added that they had some part-time staff who may potentially be interested in increasing their hours, which she noted would provide a slight buffer.

SE concluded that she wanted TA support to be added to the strengths section of the SWOT, noting that they had HLTAs and TAs with incredible



John Blandy Primary School

	<p>knowledge and skills, who showed great understanding of the pupils they supported.</p> <p>HB noted that their SWOT analysis would be used to build their five-year Governance vision. SE noted that it also complimented the SEF and SDP.</p>	
7.	<p>LGC 23/24</p> <p>Discuss and agree an LGC 23/24 report to the board on & publish an annual statement to parents on:</p> <ul style="list-style-type: none"> - what governors have focused on - the LGC's impact - what will they need to focus on next year <p>Whilst discussing how best to progress this item, SE commented that, due to the changes to the Trust and in teaching and SLT at the school, it may be best that HB writes a statement in September to be published prior to the October half term.</p> <p>HB agreed to write the statement. – Action HB RP to add to next agenda to ensure it is followed up on. – Action RP</p>	Chair
8.	<p>Parent / Pupil / Staff Surveys</p> <ul style="list-style-type: none"> - Governors to Consider Feedback from Parent/Pupil/Staff surveys <p>HB noted that they had discussed the parent and pupil surveys in depth at other meetings and therefore an overview of the feedback would be sufficient for this agenda item.</p> <p>SE informed the LGC that the staff survey had been conducted and was wholly positive, though added it had yet to be shared with the staff. She informed the Governors that the main issue that was raised in the survey was workload, noting that at times it was difficult to differentiate within the responses what aspects this related to, due to the questions. It was unclear if responses were from support staff or teachers.</p> <p>RW informed the LGC that, where there had been slightly less positive comments made on the survey, they had invited staff to come forward to discuss their issues so that we could help rectify them, however no one had done so.</p>	Head



John Blandy Primary School

	<p>SE added that she had hoped for further feedback so that she could help them, however recognised that it was important for staff to maintain their anonymity too.</p> <p><i>ND – Is there a comments box so staff can clarify or elaborate on their responses?</i></p> <p>SE noted that there was not, though added that she felt it was needed. SE informed the committee that generally the responses were very positive and that the Trust agreed they were so, but that she would like to have two separate surveys next time to easily differentiate between feedback for the Trust and feedback for the school. She noted that she would feed this back to the Trust. – Action SE</p> <p>HB noted that she would welcome an opportunity to read the responses, though recognising that they were now a little outdated with the survey having been conducted in the autumn term. SE agreed to put the responses on GovernorHub for Governors to read. – Action SE</p> <p>SE added that she would like to work on nurturing an environment whereby there was more of an ‘open-door’ communication between herself and the staff; she wanted staff to feel comfortable to discuss any issues with her at any time. She added that she would like to consider dedicating a staff meeting in the spring term to receiving feedback from staff, as there was little time to do so in their regular meetings.</p>	
<p>9.</p>	<p>Progress</p> <ul style="list-style-type: none"> - Receive an end of year KPIs progress and impact assessment across all areas - Discuss 2024/25 strategic focus and KPIs <p>SE noted that the detail surrounding progress was covered mostly in the Headteacher’s report which Governors had received ahead of the meeting. She informed the LGC that the KPIs were taken from the SDP and that she had provided clarity in the SDP on the ways in which they had met their KPIs. She reinforced for the committee that, though they had made headway with the SDP, it was not something that could be achieved in only one year and would take a few years to strongly embed. SE explained, as an example, that they had begun the year with the focus of the SDP being on comprehension for reading, but that had evolved to</p>	<p>Head</p>



John Blandy Primary School

fluency with their understanding and training on the importance of fluency as a tool to access comprehension.

HB commented that she did not see the change as a diversion from the SDP, but rather the focus on fluency was a key aspect of the progress that would ensure they met their comprehension objectives.

SE concurred with HB, noting that whilst they would continue with progressing the standards of writing and reading in the school they needed to keep their focus on fluency, also noting that they would be refreshing their training in September.

ND – Was the impact of the training noticeable in this year's SATs results?

SE confirmed that it was, adding that the pupils were given lots of opportunities to refine their writing and what became evident in doing so was that the pupils needed clear objectives to work towards, therefore teachers now shared KPIs with pupils in their workbooks so that the pupils could clearly identify what they were working towards. Furthermore, RW noted that they had ensured staff were aware that not every piece of writing that pupils submitted needed to hit every KPI, rather they expected a spread of around eight pieces that clearly demonstrated the breadth of the pupils' ability and met the objectives set. RW noted that they had impressed upon the teachers that this required them to be strategic about the writing styles presented, noting that poetry, for example, was often not suitable for demonstrating the extent of a child's ability.

SE continued by noting that the zones of regulation would continue to be a key aspect of the learning environments, adding that each classroom would have the same display, providing continuity for their pupils who have SEND needs and consistency during transition which is key.

RW added that they had found the pupils were able to readily identify which zone they were in but were less capable of identifying which strategies to employ to help themselves, therefore they needed to focus on helping them to self-regulate.

SE commented that all their peer reviews had shown JBL to have high levels of good behaviour and of inclusivity and therefore they needed to ensure that remained and that they remembered that the challenging



John Blandy Primary School

behaviour often came from those pupils with additional learning needs and therefore they must be focused on supporting those children.

SE informed Governors that pupil voices spoke heavily of the school councils and noted that, due to stretched capacity of the SLT, leading those councils had been difficult, noting she hoped to free more capacity to do so going forward as it was clearly important for their pupils.

Regarding sports, clubs, and extracurricular offers, SE commented that she had felt positive about their offering, noting that funding had helped significantly and had allowed them to provide pupils with lots of new opportunities.

SE informed the committee that they had provided CPD opportunities for all staff and they would be continuing to progress that in the coming year.

TE – When we discussed the budget previously you noted you would cut some of the CPD budget, therefore how will you maintain the same level of CPD offering in the coming year?

SE clarified that she was cutting the budget to meet the actual spend for the year, therefore there should be no issue in maintaining the same level of CPD.

SE continued by noting that adaptive teaching had been commended in their peer review, and that they had done two CPD sessions on cognitive training and would be carrying those forwards as part of their 'Five a Day' EEF.

She impressed upon the committee that there was consistency across all early years teaching and that the set up in reception for the following year would be beneficial in allowing the pupils to access more provisions and people.

SE noted that their links with the preschool had improved as they were now corresponding more with Sunrise as well as the new preschool on the school site, adding that she felt positive about their relationships.

SE informed the committee that, for their SDP for the following year, they would be focusing on reading, writing, fluency, maths and problem solving across all the mixed years, as well as the provision of early years



John Blandy Primary School

	<p>and the changes to the SLT. She added that they would be exploring more opportunities for the pupils through working with other schools across the Trust. SE noted that they would also be looking to introduce character awards, noting this would be organised by their new Behaviour and Pastoral Lead.</p> <p>SE commented that attendance would remain a focal point, along with punctuality, adding that they would be focusing heavily on SEND and PP Pupils attendance as there was a notable discrepancy between the attendance of non-SEND or PP pupils and those who pupils who were PP or had additional needs.</p>	
<p>10.</p>	<p>Safeguarding / Pupil welfare (Documents: GovernorHub)</p> <ul style="list-style-type: none"> - Receive a Safeguarding report - Inclusion <p>TE led on safeguarding, noting that SE had been working collaboratively with a group of senior leaders across both FLT and the VAT to produce a booklet of safeguarding standards to be used across the Cambrian Learning Trust for training and supporting the SLT and Governors. TE noted this had led to deeper thought on the systems used within schools and that they would be tightening up recording on CPOMs and the way in which actions are noted, ensuring all schools Trust-wide would be using the same categories when reporting.</p> <p>SE clarified for the Governors that the new unified recording categories for CPOMs were important as they would allow the Trust Inclusion Lead to easily and readily draw together data and analyse it thoroughly. SE explained that the changes involved aspects such as, when a staff member received a disclosure, what was then reported and the manner in which it was done, noting that it would no longer be acceptable for staff to simply write 'continue to monitor' following a safeguarding concern; there needed to be a clear defined action, i.e. 'phone call to MASH', or, if not, they needed to write why not. This would allow safeguarding across the Trust to become even more effective and robust.</p> <p>TE noted that in her experience the safeguarding across the Trust had been continually improving and becoming more unified in process, and that she was confident the new safeguarding standards for CLT would only strengthen this further.</p>	<p>Head / Safeguarding Governor</p>



John Blandy Primary School

	<p>TE informed the committee that she and SE had discussed safeguarding cover within the school, noting that the new Behaviour and Pastoral lead would be completing her Safeguarding Level 3 that week, meaning there would then be six staff who were Level 3 trained and able to share the responsibility of safeguarding duty over the summer holidays.</p> <p>SE confirmed that the timetables for that duty had been sent to the Trust.</p> <p><i>CH – Can you clarify how safeguarding responsibility works over the summer holidays?</i></p> <p>SE explained that the safeguarding leads would be monitoring emails and phone calls and that they would at times receive emails from organisations such as MASH, and MASH would identify the severity of the concern using a colour coding system, which would indicate to the safeguarding lead the time frame in which they needed to return information. SE explained it would then be the safeguarding lead’s responsibility to access school records about the pupil in question, sometimes drawing on the knowledge and expertise of class teachers to support their CPOMs records.</p> <p>RW added that there were key families that either she or SE would take responsibility for, regardless of who was on duty at that time, due to having a deeper knowledge of the situation for those pupils.</p> <p>SE added that all staff at the school had undergone safeguarding training and so were aware of the protocol to follow should they become aware of a safeguarding concern.</p> <p>HB thanked TE and SE, before querying the lack of reporting from after-school club.</p> <p><i>HB – Have there been no incidents or accidents at after school club since our last meeting or are they no longer logging them?</i></p> <p>SE noted she was unsure and would check with the after-school club staff to ensure they were logging all accidents appropriately. – Action SE</p>	
11.	<p>Health and Safety (Documents: GovernorHub)</p> <ul style="list-style-type: none"> - Receive and discuss Health and Safety report - Termly audit actions update <p>It was confirmed that the Health & Safety audit would be conducted the following week and therefore the actions would be updated out of committee. -Action SE / HB</p>	<p>Head/ H&S Gov</p>
12.	<p>P & S</p> <p>Receive a report on P&S meeting</p>	<p>P & S Link Gov / Head</p>



John Blandy Primary School

Including Key data and end of year data outcomes

HB informed the committee that the P & S meeting had been held immediately ahead of the LGC meeting, therefore she would ensure she wrote up the report of the meeting and return that to the Governors out of committee.

HB invited SE to provide a summary of the key points from the P & S meeting.

SE informed the committee that Early Years attained 72% GLD, which she noted sat just above the predicted national average for the year, and that their phonics check results sat at 80%, which she commented would be around national average for the year. SE continued, informing the LGC that their multiplication check data was identical to last year's, which was very good, particularly if they were to compare the cohorts, as their current year 4 cohort had high percentage of pupils SEND needs, adding that they had made notable progress.

SE informed the committee that they no longer needed to report on year 2 data, as SATs were no longer mandatory, and so the data was now internal. For year 6 SATs, SE noted the reading results saw 70% of the cohort reach expected, and 15% hit greater depth. For maths, those figures were 63% reaching expected and 30% of pupils attaining greater depth. For writing, SE noted that 74% of year 6 pupils achieved the expected level and a further 15% attained greater depth. Lastly, SE noted, for SPAG, data showed 70% of year 6 pupils achieving the expected level and 30% reaching greater depth. SE informed Governors that when analysing the year 6 data it was important that they considered the progress those pupils had made, explaining that, as they were the cohort who were in year 2 during covid and therefore had no year 2 SATs data, the Government would only publish their attainment and not their progress. SE explained this could set their statistics back slightly, though added that the data was not concerning at all and that she was pleased with their greater depth data.

HB noted that particularly given the context of the current year 6 cohort, to be presented with data that was solidly good was a fantastic achievement for both pupils and teachers.

SE concurred with HB's comments, noting that high mobility within the cohort had also had an impact, commending the hard work of both their



John Blandy Primary School

	<p>teachers and their TAs in supporting the pupils and helping them achieve the progress that they had.</p> <p>HB commented that the pupils were now in a strong position to move on to secondary school in the autumn.</p> <p>SE noted that that was their aim; they wanted the pupils to leave year 6 ready and in a strong position for settling into secondary school. She noted that since Easter they had been asking the year 6 pupils to bring their PE kits in on PE days rather than leave them at the school, and ensure they always had their pencil cases and the correct books, to help with the process of secondary school readiness.</p> <p>HB thanked SE for her summary.</p>	
<p>13.</p>	<p>Headteacher's Report (Documents on GovernorHub)</p> <ul style="list-style-type: none"> - Governors to receive HT report <p>HB noted that SE had received feedback on the learning environment during the Trust review, which had been used to inform the SDP.</p> <p>SE confirmed that since the Trust review and the comments on unifying the learning environments and ensuring all displays were high quality, she had shared an environment policy with all staff, who were expected to action it by September. SE stressed that staff were encouraged to have autonomy over their classrooms, however they were expected to declutter and to maintain clear windowsills, and a space that was not overwhelmed by different colours and patterns or aging displays. SE noted that the displays in the corridors and communal areas of the school were high quality and she expected to see the same in the classrooms.</p> <p>In questions on the report submitted to SE ahead of the meeting, CH had queried a discrepancy in the figures when discussing pupil numbers. SE confirmed there had been a typing error in the report which had since been rectified to show the correct figures.</p> <p>SE noted that severe absences on the report could be explained by pupils being on reintegration timetables.</p>	<p>Head</p>



John Blandy Primary School

	<p>HB thanked SE for her report, noting that much of the content of the report not discussed in this agenda item had already been covered by other items of the agenda and therefore did not need repeating.</p>	
14	<p>Pupil Premium, Recovery Premium and Sports Premium</p> <p>Review and discuss Pupil Premium, Recovery Premium and Sport Premium strategies and plans.</p> <ul style="list-style-type: none"> - Look at outcomes and engagement - what evidence is there that use of the current year's money has had an impact – outcomes, engagement etc - how will next year's allocations make a difference and build upon previous achievements <p>SE noted that this year their Sports Premium funding had been focused on providing pupils with a range of activities and keeping them active outside, and that next year the focus would be similar, with the biggest focus on outdoor activities and using the outdoor apparatus.</p> <p>SE continued by noting that their Pupil Premium strategy was about the effectiveness of their use of funding, noting that the data was looking positive with their pupil premium pupils expected to be either as expected or above for both progress and attainment. SE explained that the data from the current year would be on the following year's report, which was why they received lag funding, rather than funding in line with the current year's data.</p> <p>SE continued by noting that, reflecting on the use of their Pupil Premium funding, she was pleased to see its impact, with those pupils who received phonics coaching passing their phonics checks. SE informed the Governors that a large percentage of the pupil premium funding was spent on TA support, and also noted that 30% of their pupil premium children had also received ELSA support to benefit and improve their emotional wellbeing. Further to that, SE noted that they had also funded school trip and swimming lessons for pupils not in year 6, but who receive top up funding from sports premium. SE added that she was pleased to report an improvement in attendance for their pupil premium children, now sat at 93.4%. She informed the committee that they had also bought 'clicker', to support their pupil premium children with their IT, and that staff had undergone further training on supporting disadvantaged pupils.</p> <p>SE concluded that they had seen less impact from 'Mathletics' than they had hope and therefore they were investigating a more useful manner of consolidating learning maths.</p>	Head



John Blandy Primary School

	<p>RW elaborated for the committee that the pupils were not accessing Mathematics as much as they would like, noting that some pupils may not have access at home to a device on which it could be used.</p> <p>SE explained to Governors that Mathematics cost the school over £1000 per year which was too much considering it was not being fully utilised, therefore they would be looking to return to maths homework that could be sent home and then followed up on in class, which would give the pupils a similar sense of achievement to that gained from their weekly spelling tests and other homework assignments.</p> <p>HB extended thanks to SE.</p>	
<p>15.</p>	<p>Governor Reports & Visits to School (Documents: GovernorHub)</p> <ul style="list-style-type: none"> - Review and sign off reports - Update on reports posted to the website - Update on further visits undertaken or upcoming <p>HB informed the committee that LB had recently visited JBL for a learning walk in her capacity as languages and literacy link Governor and had uploaded a report to GovernorHub, before inviting LB to briefly comment on her visit.</p> <p>LB noted that the key thing to note from her visit was that it was very clear in all the classrooms that she visited what was expected from staff and pupils in this area, and that the training provided to the staff had been well grounded and researched and was then clearly and consistently demonstrated.</p> <p>LB noted that the level of consistency was impressive, though she was unclear on the level of autonomy granted to the staff to adjust what was taught in order to meet their classes' needs.</p> <p>SE explained that they had recently undertaken training, 'The Art and Craft of Primary Reading', and within that were given clear examples of how it can be taught and when depth is required, therefore there was a clear expectation that staff are consistent in keeping to how it is taught and did not deviate from that structure. She added that they would allow further autonomy in the sense that it could be adapted for the age of the pupils, but otherwise the expectation was that the training was followed closely by all staff.</p>	<p>Head/ Link Gvs</p>



John Blandy Primary School

LB noted that she had been impressed by the level of consistency considering it had only been four weeks since the training, to which HB noted it would be useful to see how that translated into the next term and whether the consistency was maintained longer term.

LB agreed to attend JBL again in the autumn when internal observations were underway.

HB thanked LB for her time and support.

ND – Can you please explain why fluency is the focus now instead of comprehension and how you can tell if a child's reading is fluent?

RW noted that if pupils are not fluent readers, then they will be pausing frequently, whether to understand a word that is unfamiliar or because they are not responding correctly to punctuation, and if they are continually needing to pause, they will find it much harder to comprehend the meaning of what they are reading.

LB added that it was important that pupils understood the use of punctuation in order to support their fluency, as if they could derive meaning and intent from a question mark or an exclamation mark for example then they could use that to help them understand the wider text.

ND – In reception parents were invited in to learn about how to teach their children phonics. I think it might be worth the same being done but in helping to understand how to promote fluency.

SE commented that they had discussed doing so but needed to find a way for all parents to be able to attend, adding that in the interim they were considering adding a video to the website.

SE asked LB if the benefits of fluency were clear in the secondary school pupils she taught.

LB commented that it was very clear when pupils reached secondary age which ones were fluent and the impact a lack of fluency had on those who were not, noting that those without struggled more in accessing the wider meaning of texts.

RS added that fluency was vital for accessing all texts across all subjects, and without it, pupils struggled in science and maths and other areas too.

SE added that, when punctuation was highlighted in reading they found pupils began to use it more in their writing too. RW noted they should share information on fluency with parents at parents evening too going forward.



John Blandy Primary School

	<p>HB commented that it was important they demonstrated the importance of supporting pupils in accessing fluency on the website so that it was available for all their pupils, adding that the video could be created with two adults demonstrating so that they did not need to seek permission from parents. SE and RW agreed that this should be actioned. – Action SE / RW</p> <p>LB added that it would also be useful for parents to understand the importance of pupils reading the same book multiple times in order to fully access, understand, and enjoy the story.</p>	
16.	<p>Correspondence</p> <ul style="list-style-type: none"> - Chair to lead on any correspondence to be shared with the committee <p>HB confirmed there was no further correspondence to be shared with the committee.</p>	Chair
17.	<p>FLT News Update</p> <ul style="list-style-type: none"> - Update on merger between VAT and FLT - FLT staff update <p>HB commented that the merger with the VAT was moving ahead well and was on track for the 1st of September deadline.</p>	Head/Chair
18.	<p>Any Other Business</p> <p>As notified to the Chair before the meeting</p> <ul style="list-style-type: none"> - Governors to ensure that their attendance at training for academic year 2023-24 is listed in their training log on Govhub ASAP for RP to note in minutes. - RP to note Governor meeting attendance in minutes. - Confirm two Governors with independent review panel training and exclusion training. - <p>Governors confirmed they would ensure their training records were up to date on GovernorHub.</p> <p>Governor training for academic year 2023-24 has been as follows:</p>	Chair /Clerk



John Blandy Primary School

	<p>All Governors have completed GDPR Training, Home Office Prevent Training, Generalist safeguarding training and KCSIE.</p> <p>Safeguarding link Governor, TE, has also completed Certificate in understanding FGM for primary schools and academies, Introduction to data protection, Data protection for teachers, Level 2 Awareness of Child Abuse and Neglect 2023, L2 Generalist Safeguarding, L3 Advanced / Designated Safeguarding Lead and Level 3 Designated Safeguarding Lead.</p> <p>Upon being asked by HB and SE, RP confirmed she would discuss with COO Anne Lynn (AL) whether every committee required Governors with exclusion and Independent Review Panel training or whether these were skills that could be shared across the Trust when necessary. – Action RP</p> <p>HB asked SE if she had received any feedback or concern regarding her placement at Thameside Primary school for two days a week from September.</p> <p>SE noted that she had had a few informal conversations with parents in passing and all had been positive. Upon being asked by TE, SE confirmed Thameside School's parents had also been notified.</p> <p>SE added that she was trying to drive parental engagement with the newsletter and therefore, unless urgent, was not sending updates in between.</p> <p>SE confirmed that parents seemed satisfied with the class set ups for next year and they had had little feedback on them.</p> <p>HB extended thanks to SE.</p> <p>SE thanked Governors for their ongoing support across the last academic year. SE thanked RP for clerking for the committee.</p> <p>The meeting was closed at 21:06.</p>	
	<p>Next Meeting Dates 2025: All 7pm – As agreed above in agenda item 5</p>	