



John Blandy Primary School

Meeting: Local Governing Committee

Where: In person – JBL School

Date: Tuesday 19th March 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	Yes
Suzanne Elliot	SE	Headteacher	Yes
Rachel Skeet	RS	Staff	No
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 19:03, noting apologies had been received from RS.</p> <p>It was confirmed that the meeting was quorate.</p> <p>No new declarations of pecuniary interest were noted from the committee.</p>	Chair
2	<p>Urgent matters (as previously notified to the Chair)</p> <p>HB and SE confirmed that neither had received any urgent matters for discussion.</p>	Chair
3	<p>Minutes of last meeting: (Documents: GovernorHub)</p> <p>a) Approval of minutes of last meeting on 25th January 2024</p> <p>b) Matters arising from minutes of meeting on 25th January 2024: HB to run through actions arising document to ensure all tasks completed by Governors.</p> <p>HB noted that she was happy to approve the minutes of the last meeting. Governors did not object. HB confirmed that she would sign the minutes and confidential minutes on GovernorHub. – Action</p>	Chair/Clerk



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RP confirmed she would upload the approved final minutes from January's meeting to the school website. – **Action.**

HB asked SE to comment on any progression on her action from January's meeting surrounding building relationships with local preschools.

SE noted that she had been in communication with Sunrise Nursery via phone call and had discussed arranging a visit, which she noted would be a positive step. Furthermore, SE noted there had been lots of contact with Little Angels, the preschool opening on the JBL site, and that she was pleased with the relationship they were building. SE informed Governors that Little Angels had been very forthcoming in their support and with how they wished to work alongside JBL when it came to safeguarding, site security and the general running of the school and preschool site. SE added that the level of communication regarding ongoing collaboration with Little Angels had been encouraging. Upon being asked by Governors, SE confirmed that the preschool would be open by May at the latest, however they were hopeful for April.

HB thanked SE for her update and noted that the communication with preschools would be a promising factor in helping to maintain pupil numbers in reception year.

HB asked SE if there had been any further progression on the appointment of a community Governor.

SE informed the committee that she had been in contact with their potential new Governor since January's LGC meeting, and that they had been, at the time, part way through their application form; since then she had not had contact nor had the application been completed. SE noted her concern that the application process could potentially be a barrier to the recruitment of new Governors due to it having a lengthy application but recognised its importance as part of their safer recruitment. SE noted she would share this with the Central Team.

TE – Are other schools within FLT finding the same issue with applicants?

SE responded that she was unsure, however added that she was aware that other schools were recruiting Governors too.

HB asked Governors to confirm that they had all completed their Prevent training, which they all had.

All Governors are to ensure they update their training record on GovernorHub. – **Action**



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CH – When I attended the Chairs’ meeting in January, they discussed an attendance Governor, noting that all schools should have one. Do we?
 HB responded, noting that it was part of new guidance that had been disseminated, and that they did not at present have an attendance link Governor, however, would require one to be assigned by September as that was the deadline to conform to the new policy. HB noted that it was important that as a committee they were familiar with the updated policy and that they ensured they were aware of and covered all mandatory aspects.

HB added that there was an aspect of the policy that stated they were required to compare their data with similar schools.

SE confirmed that they already aligned with this aspect of the policy as they used the Fisher Family Trust to compare their data both internally within the school and against the national average, as well as against other similar schools. Furthermore, SE noted that they also used the DFE website for data comparison, where there was a tool which allowed them oversight of where they sat comparably with similar schools nationally.

HB thanked SE, noting it was reassuring to know that there were tools available to help maintain that oversight. HB commented that she had been encouraged by a conversation with SE where they had discussed a pupil with a sudden drop in attendance, noting that SE had mapped the times and dates to understand the increase in absenteeism, adding that this was the level of depth and understanding they must be maintaining.

SE thanked HB for her comments, adding that she kept a register of children who were considered persistent absentees and that it would be helpful to be able to track where they were next year too in terms of their attendance. SE informed the Governors of a case of persistent absenteeism last year, where she had discussed the issue with the parents, and had found this year their attendance was well above 95%, therefore the conversation had been successful and was verification of their approach to dealing with attendance. SE commented that she felt strongly that building relationships with families was one of the biggest strengths they had in improving attendance, explaining that she always made personal calls to families where attendance was low rather than sending home impersonal letters. SE added that, once the new pastoral lead started, she would be able to take over that role and be the first point of contact regarding



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	<p>persistent absenteeism, escalating the issue to SE should they see no improvement.</p> <p>Regarding the role of attendance link Governor, RW suggested that TE would be a good fit for the role as it complimented her current duties as safeguarding link Governor, particularly from an educational neglect perspective.</p> <p>TE confirmed that she was happy to be attendance link Governor. RP confirmed she would assign the role to TE on GovernorHub. - Action</p> <p>HB extended thanks to CH for attending the Chairs' meeting.</p>	
4	<p>Governing Body:</p> <p>a) LGC Vacancies: 1 Community - Update from SE / HB on the progress of community Governors</p> <p>It was noted that this item had been discussed as part of the update on the actions arising and therefore did not need further discussion here.</p>	Chair/Head/ Clerk
5	<p>Update on Mental Health Link role</p> <p>- ND to provide update on Mental Health Link role</p> <p>ND shared an update with the committee on her visit as link Governor for Mental Health. ND noted how she had visited JBL on the 14th December and met with Bimla Surtees (BS) to discuss Mental Health within the school. ND commented on how she found BS to be incredibly passionate about the role, adding that she had experience in the area both inside and outside the school. ND informed the committee that BS had completed her mental health training course in 2022 and had since instigated an external audit and, alongside the SLT, and had used the results of the audit to create a mental health plan for the school.</p> <p>ND proceeded to note that JBL had introduced the Mulberry Bush curriculum, through which they had been provided with a folder which they could use to support the children. ND explained that the scheme provided a step-by-step guide to help teachers support pupils who needed extra input and mental health support. Furthermore, ND noted that the curriculum was provided as training for all teachers and teaching assistants at the September inset day and that currently the scheme was being utilised with the reception year, with a view to use them across the whole school in future.</p>	ND



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ND informed the committee that BS had spoken about her intentions for Mental Health Week, including a planned assembly focusing on the topic and plans for TAs to complete group work with pupils using the Mulberry Bush workbook toolkit.

ND informed the committee that she had asked BS how frequently and to what extent she felt Mental Health was discussed within the school. ND relayed to the committee that BS had confirmed that they had pupils express their emotions daily and that there were worry boxes and zones of regulation in every class. BS had also informed ND that there were year 5 children designated as 'play leaders', whose role it was to look out for the younger children during break times and report any issues. Further to that, BS had informed ND that the TAs had been trained in tools such as breathing techniques to calm pupils, and how PE was a great tool for mental health and safeguarding.

ND informed the committee that BS met with the mental health leads from FLT each term to discuss what was being implemented in JBL, noting that she had been impressed with how comprehensive BS's mental health work within the school was, adding that the only improvement she could suggest would be to improve the schedule for communication between BS and the ELSA and pastoral lead, though ND recognised this could be a capacity issue.

SE commented that, once the new pastoral lead joined JBL, they would be overseeing the ELSA and the mental health lead and therefore they would be able to act as the conduit between them and ensure more consistency in meetings.

ND noted that BS had stated that she would like mental health to be an item in the SDP, to which SE explained that it had not been included as the Trust had indicated the SDP should not be so long and that it should include only new items, not all the ongoing focuses, such as mental health.

ND noted that her meeting had been incredibly positive and commended BS on her dedication, adding that she would love an opportunity to see the toolkit in action.

SE agreed she could visit and see the toolkit being used, noting it consisted of things such as messy play, parachute play and teamwork and was lovely



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	<p>to see in action, allowing an oversight of where the children were in terms of their emotions and mental health.</p> <p>HB thanked ND for her report.</p>	
<p>6.</p>	<p>SEND (Documents: GovernorHub)</p> <p>Receive a SEND report including:</p> <ul style="list-style-type: none"> - use of funds - quality and consistency of provision - outcome of health checks - pupil and parents' engagement <p>HB noted that they had received a SEND report produced by SENCO Karey Evans (KE) in the documents for pre-read and therefore they did not need to summarise and could move straight to the Governors' questions.</p> <p><i>GS – In the quality and consistency provision section which notes intervention being below where expected, and considering the HT report explains how many kids have SEND, is there more we can do to mitigate feeling we're not doing enough?</i></p> <p>SE explained that they had a part time TA who had increased their hours during the autumn term to cover for a long-term illness. SE added that further staff illness had remained an issue that term, therefore they had no buffer and no additional staff to call on, limiting interventions, however informed the committee that they had been in a better position during the spring term.</p> <p>SE added that the LGC needed to be aware that the data was fluid and constantly changing, and that in contrast to what was noted in the report, there were now 44 children on the SEND register and 13 on the EHCP waiting list. SE added that, of those 13, she expected it was very likely at least two further pupils would be in receipt of an EHCP.</p> <p>HB commented that it seemed a positive improvement as historically it had taken a very long time for EHCPs to go through, though questioned if the improvement was reflection of a particularly high level of need in the pupils.</p> <p>SE noted that there had been an improvement at OCC in how quickly the requests for EHCPs had gone through, though added that they had also</p>	<p>Head</p>



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	<p>seen them dismissed equally as fast. SE informed the committee that, where they had been declined, they had had cases of parents appealing the decision with the help of KE and the decision being overturned.</p> <p>RW added that, unfortunately, they only received five hours funding for the work needed to seek EHCPs, rather than the 10 it once was.</p> <p>SE concurred that this was an issue and caused a great deal of work for KE, therefore she now had told KE that when she attended an EHCP meeting in the morning she could work from home in the afternoon to allow her the time and space to write up the report whilst it was still fresh in her memory.</p> <p>HB noted this seemed an efficient investment and would hopefully ease the pressure slightly for KE, and thanked SE and all the staff for their ongoing work in supporting SEND pupils at JBL.</p>	
<p>7.</p>	<p>Safeguarding (Documents: GovernorHub)</p> <p>Receive a Safeguarding report</p> <ul style="list-style-type: none"> - quality and consistency of provision - outcome of health checks - hearing the voice of pupils and parents <p>TE led on the safeguarding report, informing the committee that she had been at JBL the previous week for a safeguarding meeting with SE, and had attended the Trust's safeguarding audit of the school shortly after the last LGC meeting. TE noted that the school had received praise from the Trust during the audit and that there had been instances where SE had been asked to share experience from applied best practice with other schools. Regarding feedback from the parents, TE noted that there had been a high number of positive responses and that most issues that were raised were minor. The action points from the audit were also minor and there were none that had been a surprise to TE or SE, with TE noting that it was mostly items such as the perimeter needing to be more secure and the gates not being left open. TE added that they now had electronic sign-in in the office which was an improvement in security for the school.</p> <p>SE added that the Trust had commented on the safeguarding display board in the hall and suggested it was placed in the corridor, however SE felt it was best left in the hall where the children were facing it every week,</p>	<p>Head / Safeguarding Governor</p>



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	<p>however added that she felt they needed to change it more often to keep it interesting and appealing and attracting the pupils' attention.</p> <p>TE continued by noting that there had been a significant increase in safeguarding issues across the school, however added that SE was handling each of them and was receiving good support from FLT, adding that the support from external agencies could be improved, particularly when informing SE of the closure of cases.</p> <p><i>HB – There is reference to good practice by SE when it comes to safeguarding, could you share what aspect that refers to?</i></p> <p>TE noted that, though they could not share details due to cases being open still, that SE had needed to deal with some specific issues that others may not have, and that her response had been what was commended by the Trust as good practice. TE added that SE had instilled a strong culture of safeguarding within the school whereby all teachers prescribed to the thought process that any issue could always occur at any school, never that 'it would not happen here.'</p> <p>HB thanked TE and SE for their update and for the ongoing work in safeguarding all pupils at JBL.</p>	
8.	<p>KPIs Progress Report (documents: GovernorHub)</p> <ul style="list-style-type: none"> - Receive a KPIs progress report on specific strategic aims agreed at start of academic year <p>SE noted that this was covered by her Headteacher's report, adding that they were making good progress. She informed the committee that they had had two staff meetings on metacognition and how to support children using that strategy. SE explained that she had led one meeting, with the other being hosted by Nicky Young, whom she added had a deep understanding of metacognition and so was well equipped to deliver the training.</p> <p>Regarding raising standards in reading and comprehension SE informed the committee there was to be a slight change in their approach, noting that the focus would be shifting towards improving fluency, as pupils could not comprehend what they were being asked to read until their fluency was at a level that allowed them to access the text. Due to this, SE noted that, though they had chosen to continue with the maths SATs paper in KS1, they would not be continuing with the comprehension paper for all pupils.</p>	Head



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	<p>Having checked the fluency of the students, SE explained that those reading at 'greater depth' would complete the comprehension paper, and that this would be the case for all schools in FLT.</p>	
9.	<p>Health and Safety (Documents: GovernorHub)</p> <ul style="list-style-type: none"> - Health and Safety Audit Actions Update - - Termly audit actions update - COSHH Policy – to be shared for LGC's information <p>HB informed the LGC that the COSHH Policy had been shared on GovernorHub for the committee's information.</p> <p>SE noted that they were due to review the COSHH risk assessments soon, before informing the committee that they had undergone a Health and Safety audit prior to February half term which had been received positively by the Trust. SE informed the committee that they had conducted a fire drill as part of the audit, where they had feigned a fire in the rainbow building, which raised the profile of what would happen in a real life situation, highlighting the need for better communication, adding that it had prompted them to take out walkie talkies for a fire drill, there was no phone signal in the Rainbow Building. SE informed the committee that walkie talkies were already used for lockdown drills. SE noted that she had emailed staff to remind them that the fire doors would hold back a fire for 30 minutes which the fire risk assessment that took place prior to opening the Rainbow Building had confirmed was sufficient.</p> <p>HB thanked SE for the update, noting that the fire drill seemed to have led to positive conversations and outcomes.</p>	<p>Head/ H&S Gov</p>
10.	<p>Policies (Documents: GovernorHub)</p> <p>Policies to be ratified:</p> <ul style="list-style-type: none"> - Uniform Policy - E-Safety (Updated to reflect changes to KCSIE 2024) - Equality Objectives <p>HB invited SE to speak briefly on the changes made to the policies listed.</p> <p>Firstly, SE noted that she had implemented all the changes raised by GS on the E- safety policy. Regarding the uniform policy, SE noted that it was a Trust wide policy taken from The Key, however it did not list the 9 protected</p>	<p>Head</p>



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characteristics and so SE had added them. SE noted that there had been instances of children coming to school with bright ribbons braided into their hair and she would prefer they were in keeping with the school colours, however wanted to seek advice as to whether these were cultural before implementing any changes, noting the importance of being respectful of all cultures.

GS – Taking into account limiting the cost, do we need to say that parents have a choice of black or grey for trousers and skirts. Would it look smarter to just be one colour?

SE commented that traditionally it had always been grey, however despite there being more children wearing black too now she added she felt that the pupils still looked smart and that to change it would add cost to those families whose children wore black, therefore she felt it best to keep it as it is for now.

Further to that, SE noted that for some children with SEN uniform could become a sensory issue and so if them coming in not the exact uniform, but the correct colours, meant they were coming in to school then she was fine with that, recognising the most important aspect is the pupils attending school.

CH – How would the staff react if a male child were to come to school in a school dress?

SE noted that, as long as it was the correct uniform, that would be fine and no one should comment as it is a gender neutral uniform policy.

CH – Regarding the equality objectives, have staff received adequate training on how to deal sensitively with a child whose gender identity differs from their assigned birth sex?

SE commented that at first they would speak to parents and then handle the situation sensitively and appropriately. SE added, regarding toilets, they did not have gender neutral toilets across the school however there were some, such as the disabled access toilet, and therefore any children identifying as trans would be welcome to use that facility rather than the gendered toilets.

GS – One of your protected characteristics was not actually an official protected characteristic.

SE noted that she had edited that item and sought advice from the Trust, after which she had moved it to being a social economic characteristic that still impacted pupils.



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	<p><i>GS – With the email monitoring for searched phrases online, those about suicide are monitored daily, but other phrases were weekly. Were the behaviour in person it would be dealt with immediately, do you not think a week is a long time to wait?</i></p> <p>SE concurred with GS noting that she had already contacted FLT with the same concern and had been advised that she could change it to being daily and so she had done, noting that it was now daily monitoring for all phrases searched and that she and RW monitored it and ensured they covered one another too.</p> <p><i>LB – From a workload angle, is it reasonable for just the two of you to be the recipients of the alerts; is it a manageable workload? Could it be delegated?</i></p> <p>RW responded, noting that the workload felt fine at present and that there was a further layer of protection in that the teachers were always present in the classroom when the pupils used PCs and often picked up on breaches then and there. Further to that, pupils always used PCs in pairs and so there was a further protective factor in the sense that they would report one another too.</p> <p>SE added that the way in which the system worked was that once either she or RW opened an alert it would close for the other, therefore by keeping it as only the two of them covering it reduced the risk of something being missed.</p> <p>SE added that they did not delete the alerts and kept them for Ofsted as it was important to have a record.</p> <p>HB thanked SE and RW for the update and Governors for their questions.</p>	
<p>11.</p>	<p>Headteacher’s Report (Documents on GovernorHub)</p> <p>HB asked SE to explain the high level of visitor accidents noted on the report.</p> <p>SE informed the committee that she had recently told the staff at Vicky’s After School Club that they needed to be reporting all accidents to the school so that they could log it on their system too, as they needed to be aware if trips were happening frequently in the same place so they could manage risks. Due to this, the number of accidents logged had increased, however as they were outside of school time and no longer under the care of the school, they had been logged as visitors, therefore it was not external</p>	<p>Head</p>



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visitors having accidents but rather the children when attending after school club.

SE informed the committee that Sunrise after school club would be stopping after the Easter holidays and therefore more children would be coming to Vicky's after school club at JBL, noting that they would accommodate as many as possible.

HB commented that it was an important provision and, in terms of applicants, a crucial one to offer.

SE concurred, noting that she had recently given a tour to a prospective parent who was impressed by it.

CH – With Sunrise stopping theirs, will Vicky's hold a holiday club at the school?

SE explained that she had shared the lettings agreement and fees with the provision and would be happy for them to do so, however currently they let elsewhere during the holidays.

Regarding school expansion, maternity cover, and career expansion with JBL, HB asked SE to explain how recruitment for the school was managed and supported by FLT.

SE noted that she felt supported by the Trust and that she always discussed the advertisements and her recruitment with them before issuing it. SE drew the committee's attention to item 3.3 from her Headteacher's report where she wished to clarify her response to a question on recruitment from January's LGC. SE noted that she would like to clarify that, although a recent role was advertised externally, she was aware from discussions with HR that an internal member of staff could also apply for the position. Upon the advertisement being issued externally, SE ensured that staff were notified via email and that the role was also advertised on the staff notice board. SE explained to the Governors that, had someone internally applied for the position and been successful in securing the role, an external recruitment would still have been required to meet the staff expansion, therefore SE chose to also advertise externally in the hope of drawing a wide pool of applicants, whilst also being open to internal applicants applying.

HB – So there is external oversight for the recruitment process?

SE confirmed this, explaining that FLT always discussed with her why she was recruiting and ensured that her advert was accessible to all, as well as



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	<p>checking the wording on MyNewTerm and approving it prior to it being issued.</p> <p>HB thanked SE for clarifying before inviting Governors to share any further questions or comments they may have pertaining to the Headteacher's report.</p> <p><i>GS – In section 11 you write about a disconnect between parent and children's feedback in surveys, with the parents overall being happy with behaviour in the school and the children less so. Please can you expand on why that is.</i></p> <p>SE explained that she felt it was because the parents in general only hear about high level behaviours, which are infrequent, and therefore are generally happy, whereas pupils witness the smaller, but more frequent, low-level disruptions in class and therefore feel behaviour is perhaps worse.</p> <p>HB thanked SE for her report and Governors for their questions.</p>	
<p>12.</p>	<p>Finance and Budget Update (Documents: GovernorHub)</p> <ul style="list-style-type: none"> - Receive a Budget Monitoring Report - Receive a report on the estate management priorities for the school. - Receive a report on the FLT Budget Setting assumptions. <p>ND summarised the report noting that they were in a greater surplus than they had predicted which was a positive position, however they were conscious not to spend too much money as they did not know what would be happening the following year, adding that some of the variances in what was predicted and what had materialised were to do with the gas and electricity prices.</p> <p>SE continued by adding that staffing had had an impact as, where they were recruiting different staff, that had put them in a different position, though stressed the importance of remaining conscious of the impact of the predicted pupil numbers for September, as if they were to end up with ten fewer pupils that would be £40,000 down on funding. SE also reminded the committee that they would need to bear in mind the potential pay rises for the following year, adding that the surplus, though a good position to be in, was there to cover the additional teacher they may hire.</p>	<p>Head / Finance Gov</p>



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	<p><i>HB – It is good to hear the numbers and it is clear that you have maintained a good oversight of the budget. The investment and development of the curriculum has been extensive and hopefully the impact you are seeing from that investment is considered when funding decisions are made in the next cycle.</i></p> <p>SE agreed that the investment and development were important, noting that the school funds belonged to the pupils and so she needed to be strategic in planning how it would be used in future, particularly as funding may be reduced if they could not improve pupil numbers.</p> <p><i>ND – Has the strategic planning started?</i></p> <p>SE noted that it had been started but not completed, adding that she had looked at the IT costs and had sent in her staffing ideas, however had not looked fully at all aspects yet. SE explained it needed agreeing by 31st of May and therefore it could be presented at the next LGC for comment and still allow her time to decide on her final plan. She added that she was also conscious that she needed to make a decision on recruitment as, if they were recruiting a new member of staff, she did not want to leave it until the last minute. Further to that, she explained that if they restructured the classes again they would need to rewrite the curriculum, which could result in low staff moral and therefore she was keen to avoid that.</p> <p>RW added that the feedback from staff voice was that they were happy and looking forward to teaching another year of the rolling curriculum, therefore it was important not to change that.</p> <p>SE concluded by noting that she would continue to look at a variety of scenarios to figure out the optimum one and that she remained cognisant of the potential upcoming challenges financially.</p> <p>HB thanked SE for her ongoing work and close oversight over both the curriculum and the finances.</p>	
<p>13.</p>	<p>Progress & Accountability (Documents: GovernorHub)</p> <ul style="list-style-type: none"> - Receive a report on midyear progress checks for non-assessment or exam years (primary years 3, 4 and 5) - Receive a report on how well the culture and ethos of the school is being promoted and sustained. 	<p>Head</p>



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	<p>SE commented that she would like to postpone this item until the next meeting, noting that they would discuss it in detail at the next performance and standards meeting and then an update could be included at the following LGC.</p> <p>RP to add to the agenda for the next LGC. - Action</p>	
<p>14.</p>	<p>Strategic Compliance</p> <p>Review compliance with Public Sector Equality duty</p> <ul style="list-style-type: none"> - progress towards equality objective - delivery and impact of the school's access plans - revisions to equality objectives <p>SE noted that their compliance with PSED was covered in the peer review that had happened the previous week with FLT and VAT CEO, Richard Evans (RE), Director of Education, Louise Warren (LW) and Headteacher of Charlton Primary School, Samantha Campbell (SC).</p> <p>SE explained that RE focused on leadership and attendance, and commended JBL for their high level of attendance. LW had focused on writing and adaptive teaching and had visited the classrooms to see how they were operating, and commented that she had been able to witness adaptive teaching across all the classes.</p> <p>SE added that the pupil voice was incredibly positive and that the pupils were very proud of their work and enjoyed showing the visitors, who commented that they were friendly, resilient and independent children.</p> <p>SE continued by noting that the feedback received showed that staff at JBL were consistent in their intent, in their teaching and in their work. She informed the committee that the English leads had led the meeting showing the reading spine, their ever-evolving text, and their focus on high vocabulary and inclusion of key vocabulary, including in picture books. SE noted that they were currently working on a grammar sequence, relating how the narrative looks in year one vs in year 6 and ensuring teachers could see a clear progression in pupils' knowledge and writing.</p> <p>RW added that writing was the area in which the children showed the most pride when speaking with RE, LW and SC, noting that all the pupils were able to speak about what they were working on and understood why, and discussed sticky learning coherently. RW continued by noting that, though the children had a basic understanding of what to do if they were struggling</p>	<p>Head</p>



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	<p>– i.e. speaking with their teacher or TA – they were not as confident in what else could help them, such as accessing a word bank or recording their work differently.</p> <p>SE continued by explaining that their next focus needed to be on the intent behind their curriculum, noting that they had planned the curriculum around their intent but sometimes the curriculum intent was then forgotten in the teachers’ explanation. SE added that it was important that staff recognised that high quality texts, even if they did not link as well with the curriculum, were better than low quality ones that were more closely aligned.</p> <p><i>HB – Has this awareness from the peer review come as an outcome of the review itself or from the process of preparing for it?</i></p> <p>RW noted it was a bit of both, though stressed that the curriculum was not in a bad way at all and required only small tweaks. She continued by explaining it was difficult to discuss the curriculum as a whole in a peer review and that, should Ofsted inspect, they would conduct a deep dive and speak with each of the subject leads which would provide a far clearer picture.</p> <p>SE continued by adding that they had received some positive feedback from RE who had commented that it was a good school and that the high expectations of the pupils could be felt throughout, however he would like the school to feel as good as it is when walking around, advising them to consider the learning environment, ensuring the same high expectations.</p> <p>RW added that RE had also commented on their ‘three Bs’; Belong, Believe, Brilliant, and how he would not know about them from walking around and that they could benefit from having that focus throughout too.</p> <p>SE concluded by noting that the previous review had been helpful and had allowed them to implement changes such as the SEND coffee mornings and drop ins across other classes and so they would look to do the same with this one too.</p>	
15.	<p>Procedural Compliance</p> <ul style="list-style-type: none"> - Receive and action a GDPR audit report - Receive and action a website compliance report <p>HB commented that the GDPR audit report read positively.</p>	Head



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	<p>SE concurred that she was happy with it, noting that, whereas in the past the audits had been very much about listing what was an was not compliant, they now focused more on best practice and encouraging it and highlighting where it was happening.</p> <p>HB added that she had recognised that too, highlighting that the report had commended SE personally for her in depth understanding of GDPR compliance and the whole staff for their dedication to ensuring best practice.</p> <p>SE confirmed that she had completed the items from the website compliance report and that RP had completed the items pertaining to Governance on the website.</p> <p>SE also confirmed that she had updated all policies as necessary.</p>	
16.	<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 noted that they had received the report from ND's Mental Health link visit and that the written report from CH's Maths link visit was also now on GovernorHub. It was further noted that CH would be attending JBL again to conduct a Science link visit and that GS had multiple upcoming visits next term, for a SEND review, and Geography and SATs link visits.</p>	Head/ Link Govs
17.	<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 correspondence to be shared.</p>	Chair
18.	<p>FLT News Update</p> <p>SE noted that Phil Bevan (PB), Headteacher at FCC, would be leaving his post. SE commented that she had enjoyed working with PB and that he had been incredibly supportive of both herself and JBL and had maintained a positive relationship between JBL and FCC. SE extended her well wishes to PB in his future career.</p>	Head/Chair



John Blandy Primary School

	<p>HB concurred with SE's comments, noting how well PB had managed the transition for JBL's year 6 pupils as they moved to year 7 in FCC.</p> <p>SE also informed the committee that Kate Hardy (KH) would be leaving JBL at the end of this current term, noting that she wished to extend her sincerest thanks to KH for the many ways in which she had supported JBL, including running the Forest School and her incredible work as English and reading lead. SE commented that KH had been an asset to JBL and would be greatly missed by staff, pupils and parents alike, and wished her well in her future career.</p>	
19.	<p>Any Other Business</p> <p>As notified to the Chair before the meeting</p> <p>No other business was noted.</p> <p>SE thanked Governors for their input and for the important discourse this evening. HB extended thanks to Governors and to SE and RW for their work and support before closing the meeting at 21:09.</p>	Chair /Clerk
	<p>Next Meeting Dates 2024:</p> <p>All 7pm</p> <p>23 May 2024 7pm in person</p> <p>16th July 2024 7pm in person</p>	