

Meeting – Part 1 Minutes							
Date/Time	25 January 2021 -17.30.		Location		Online Meeting via Microsoft Teams.		
Governors:	I			Governors Attended.	Initials		
A Boyce	AB	Chair – Co-opted.		M Parkes	MP	Co-opted.	
D Chapman	DC	Vice-Chair – Co-opted.		J Webb	JW	Co-opted	
A Purcell	AP	Head Teacher		A Green	AG	Parent	
S Mosedale	SM	Co-opted.		I Pratt	IP	Staff	
L Mundy	LM	Parent.		L Ramsdale	LR	Staff	
				S Williams	SW	Dep Head Teacher	

Apologies	Initial	Reason (Category of Governor)	Absent without Apology	Initials
L Mundy	LM	Parent		

In Attendance	Initials	(anyone who is not a governor/associate)	Minutes to
R Shaw	RS	CEO	Attendees
P Lane	PL	Clerk	Apologies
			Academy Website
			Trust Board.

No	Agenda	Led by
1	Welcome and Apologies	Chair
2	Declaration of Interests.	Clerk
3	Minutes of the previous meeting: 7 December 2020 – Part 1	Clerk
4	Notice of Resignation: IG	Chair
5	Head Teacher's Report	Head Teacher
6	Quality of Leadership	All
7	Safeguarding Update:	Head Teacher
8	LGB Risk Register:	Chair/All
9	Staff & Pupil Well-Being Update:	LR/Head Teacher
10	Policy Review:	Head Teacher
11	Governor Training Update:	Clerk
12	Links to Parents & Community:	Chair/JW
13	Communication with the Trust Board:	Chair
14	Matters brought forward by the Chair:	Chair
15	Future Meeting Dates:	Clerk

Agenda Number	Details of discussion	Decision or Action
1	Welcome & Apologies: AB opens the meeting at 17.32, apologies are noted from LM and LR attends on behalf of the Staff Governors.	
2	Declaration of Interests: None recorded.	
3	Minutes of the previous meeting: 7 December 2020 – Part 1: The minutes are approved as a true and accurate record of the meeting, no further matters are brought forward from matters arising.	
4	Notice of Resignation: The LGB are formally notified of the resignation of IG on 14 December 2020. The LGB would like to officially record their thanks and appreciation towards IG for his term of office as a governor to the Ide Primary School LGB.	
5/6	Head Teachers Report & Quality of Leadership: The LGB were forwarded the Head Teacher's report ahead of the meeting. AP would like to briefly summarise the school's key priorities before opening up for governor questions. AB briefly seeks clarification on the number of pupils the school were anticipating and has this affected the budget 2021? AP confirms that the school have not increased in pupil numbers as originally expected, however there have been two additional pupils in year 6 and one in year 5. MP refers to the looked after children and seeks clarification on the current number. AP clarifies the school have one pupil in this category. MP asks, do these children still have mentoring sessions? AP replies in the affirmative. School Priorities: The school is continuing to develop the curriculum subjects such as art, Personal, Social, Health and Economic Education (PSHE) and Design Technology (DT) with the assistance of the lead subject governors. Strong intent has been developed within these subjects and RE is to be a focus subject this term. Focus subjects from the previous year have been revisited to ensure the children have retained this knowledge. SW speaks about how this 'enquiry approach' has worked with Geography. Children have been engaged in their enquiry work. DC asks AP do you send home knowledge packs to help parents engage with their child's school work? SW confirms that the children are sent home with a knowledge map, containing key vocabulary and support data. RS asks how are the children coping with remote learning and how is the school applying the curriculum? AP replies that in certain subjects the curriculum has had to be adapted. Teachers are using Loom for Education software to assist with remote teaching. RS asks, are there any areas in the curriculum that have been compromised the most? SW replies that via the Loom software, the children can still access the knowledge and skills required for the subject. AP mentions that art and DT are the subjects that have had to be adapted the most due to resourcing. RS enquires as to the PE curriculum. AP advises the school are continuing to provide a skills based PE curriculum. RS offers her appreciation regarding the efforts made by the school with regard to managing the curriculum remotely. Reading: AP reminds the governors of the key priority of reading and the overall	

	aim to focus on the children not meeting their Age Related Expectation (ARE) and to reach a position where 81% of year 6 children reaching ARE and 95% of children in year 2. AP refers to her report and the data concerning reading. KS2 are doing well, lower scores for year 1 and 2. AP summarises the plans that will take place to improve reading attainment for the remainder of the school year and beyond. AP displays a document produced by SW which explains how the gap in reading ARE is closing. The document identifies children working at ARE, their reading age at the end of Autumn term and their chronological age, the impact of the interventions and their reading age versus their chronological age. SW advises that children tested between years 2 and 6 94% had closed the gap using the YARC reading intervention. 75% had closed the gap 6 months ahead of their chronological age. AB asks what happens to the 6% of children who did not close the gap, what additional interventions are to take place to ensure these children catch up? AP advises each child will be treated individually and any barriers with learning have been recognised and the school are taking steps to meet these needs. MP asks how many of this percentage of children are within the Special Educational Needs and Disabilities (SEND) group and how many are behind due to the events of the last school year? AP replies that a small number of the children within that group are registered as SEND pupils, but further work with the SENCo and educational psychologist is to take place to investigate if specific learning barriers could be affecting their reading ability. AB asks what the percentage (6%) equates to in actual number of children. It equates to four children. AP shares a document, illustrating for the forecast of progression of attainment to ARE to 2022. AP advises this information was shared with the Teachers via a Pupil Progress meeting. RS asks have the teachers been surprised with the progress the children have made with reading? AP advises that the teachers were very pleased with the results and were surprised of the impact the interventions have had on the children. AP explains the reading intervention of the YARC works well because of the tangibility of the resource which enables teachers to gauge progress. SW agrees with this and explains how the interventions help to pin point possible learning barriers. AP refers the governors to LR with regard to precision reading, LR shares her experience the governors and gives positive feedback. AP is confident that the reading targets set for the end of the Summer term to reach 90% ARE in year 2 and 89% ARE in year 6 is achievable. Remote Learning: AP advises that the children are continuing to achieve ARE during remote learning and refers to the school's website where the Remote Education contingency plan is available to view. SW has introduced new techniques with regard to writing sequences and this has been carried forward into remote learning practice. White Rose resources are currently being used for maths and enquiring planning is being adapted. A questionnaire has been forwarded to parents and work will take place to scrutinise the feedback. SW advises that all children have been set up with a MS Teams login to bring to the classes together. SW advises that the children have really engaged with MS Teams meetings and this has brought an element of positivity to the school. Training regarding the unconscious bias has been postponed, due to the current situation. Work is continuing to ensure the children are keeping mentally healthy, AP advises that teachers are focussing on mindfulness and yoga techniques for the children. AP advises that the theme of staying mentally healthy is being used in her school assemblies.	Action: AB will write to thank Seann for all the work she has done in leading the strategy to improve reading and congratulate her on the success of her work.
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	SEND: AP informs the governors that the Special Educational Needs Co-ordinator (SENCo) has worked very hard to make sure each SEND child has an accurate record available to all teachers and guidance documents. Staff meetings have a dedicated session to review the plans with SENCo and a referral system has been established for teachers to identify any concerns they may have and to offer advice. The next step is to ensure that adequate provisions have been put in place for each child on the SEND register and any other referrals. RS enquires as to the current attitudes regarding the parents and has the new SENCo managed to establish good relationships with them? AP admits this has been challenging due to Covid, but the SENCo has held Teams meetings with parents to try and build a good working relationship. DC refers to the interventions that the Teaching Assistants (TAs) are carrying out with regard to reading and enquires as to whether the SENCo has any capacity to cascade her SEND knowledge/expertise to the (TAs)? AP advises that the TAs have conducted precision reading training with an Educational Psychologist and they feel confident in delivering this type of intervention. LR confirms this. AP adds that the SENCo would like to further develop maths interventions to follow up this term. Leadership in Early Years: AP reminds the governors that a teacher is currently working 1 day per week in the pre-school, this has so far been successful. The teacher has completed an interactions audit after a monitoring visit from AG. AG speaks of the benefits of the audit to reflect on good practice and to improve teaching practice. AP advises that the pre-school staff have engaged with this. Training has taken place with the pre-school staff including 'embracing play' training and 'planning in the moment' training is due to take place. Phonics videos will start this week for pre-school parents. AG asks how will the school monitor the impact of the training? AP replies that monitoring will take place via regular learning walks and support will be given to the staff who are new to the pre-school. AP refers to the year 6 data regarding maths and refers to a dip in attainment reflected in her report and explains that the Covid catch up funding will be used to for a tuition programme to further support those pupils. AB proposes that the governors are kept informed as to how the tuition programme is progressing and would be interested in looking at the teaching maths guidance Amy has produced. DC asks if the data being lower in KS1 compared to KS2 is due to the recent disruptions from the lockdown? AP explains that this is currently being addressed by having a phonics club during lunch time and extra support is been given to these children.	
6	Quality of leadership: This item was addressed during the previous item.	
7	Safeguarding Update: AP refers to the previously circulated Covid Appendix to the CP and Safeguarding Policy. AP advises the school continue to retain a list of vulnerable children and confirms no safeguarding referrals have been made. Actions from the SG 175, to be circulated to governors, to follow up at the next meeting.	Action: AP to circulate the S175 actions, to be carried forward.

8	LGB – Risk Register This item is to be carried forward to the next meeting.	Action: AB and AP to liaise about this and send out completed draft ahead of next meeting.
9	Staff & Pupil Well-being Update: AP advises that the parental questionnaire was issued last week and this week a questionnaire is to be sent to parents for pupils to complete as to how they are feeling. AG and JW give the governors a brief update from a parents' point of view. LR informs the governors that she has been speaking to the staff and reports back that the staff feel very supported and happy with the measures put in place, and the staff would like to thank Alice for all her efforts in providing this. AB wonders if there is anything governors can do to provide support for staff. DW advises that the staff at the present time are in a good place, but appreciates the offer. AP shares information regarding a staff questionnaire and will share the results with the governors. AB feels that governors should be monitoring online learning in some way. RS suggests having a governor's guest login or for AP to share examples of online learning for the governors to observe. This is to be added as an item for the next meeting.	Agenda Items: Parent and Staff questionnaire findings Item sharing examples of online learning.
10	Policy Review: Governors formally approve the Appendix to the Child Protection & Safeguarding Policy. AP is to liaise with SM in February to develop the RSHE curriculum, to discuss at the next meeting.	Decision: Appendix to CP & SG Policy – Approved. Agenda Item: RSHE curriculum and policy.
11	Governor Training: The Clerk advises the governors of training opportunities available during the spring term.	
12	Links to parents and community: AB refers to the previous Ide Governors newsletter and is currently working on the next newsletter. AB asks the governors to consider any items that could be added to the newsletter and to contact her with any ideas. RS refers to the school's Remote Learning contingency and what the anticipated response will be from parents. RS asks the Governors to consider that if there is a particular line the school may need to take with parents with regard to remote learning, how could the LGB support this? AB proposes to issue the next newsletter after half term, Ide Times: AB refers to the article previously circulated to the governors and asks the governors if they have anything further to add. AB mentions the article written by JW regarding the 'rewilding' of the school. AB takes the opportunity to thank JW for her hard work and efforts with regard to improving the school environment. AP would like the governors to recognise the hard work DC has submitted with the	

	school regarding the historic Ide.	
13	Communication with the Trust Board: RS updates the governors that three new Trustees have been appointed to the Trust Board and briefly explains their skill set and advises that they are keen to meet the governors and to visit the schools. The Clerk advises that information regarding the Trustees is available to view on the ELAT website. RS informs the governors with regard to the new appointments to the Trust's Central Team. All posts have been filled with the exception of the HR Manager's post. RS advises that this post has been re-advertised. Gradual transition towards centralisation will now commence. The long term aim of the Trust still remains that each member of the team will work across all four schools, spending a day a week at each school.	Action: all gobs to read the info on the trustees.
14	Matters brought forward by the Chair: No further matters are brought forward by the Chair.	
15	Future Meeting Dates: Future meeting dates are confirmed as 1 March and 19th April 2021 at 17.30.	

The meeting closed at: 19.28.

Date/Time of next meeting	1 March 2021 – 17.30.	Location	Microsoft Teams – until further notice.
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