



FULBRIDGE ACADEMY
MINUTES OF FULL LOCAL GOVERNING COMMITTEE
WEDNESDAY 23RD NOVEMBER 2022
THE BOARDROOM

Present: Karen Hingston, Ben Erskine, Rose McCloskey, Joanne Prescott, David Chandler, Emily Bass, Donna Metcalfe, Alex Bailey

Apologies: Lorna Finch, Sat Sahota, Roy McMichael, Andrew Finding (Trustee)

Clerk: Isabelle Strowger

1. Welcome & Apologies

Chair welcomed everyone to the meeting and acknowledged apologies. KH thanked DC for the chairing the previous meeting in her absence

2. Declaration of interest

None declared

3. Minutes from last meeting & matters arising

Committee agreed that all three sets of minutes were accurate and a true representation of the meetings

All matters were discussed, actioned and completed

4. Update from Senior Leadership Team

Report was shared with the committee prior to the meeting. The Principal overviewed the following:

- Challenges around staff absence. Two long term absences - becoming challenging at times. Plenty of capable staff covering classes
- Worked with Jon Hutchinson on instructional coaching. He is working with us on our coaching programme and improving the practice of teachers in the classroom
- Emma Turner visiting school next week. Got in contact through Mary Myatt. Emma is another person who has worked around the country, mainly on curriculum. We will be looking at ways to further improve our offer through:
 - Curriculum offer outside of subjects, before and after school, break times etc
 - How our work reflects within the community
 - Looking at the 'Interconnected Curriculum' How what children learn in one subject, link to another
- Building work - all completed by Christmas. Other than the two classrooms. Noise has started to reduce as they are at the point of building.



GOV - You mentioned long term sickness. What are we doing to support it? Are there any plans?

PRINCIPAL - One is a music teacher. Managed to recruit a temporary replacement. PA team cover on Mon, Tues and replacement works on Wed, Thurs and Fri

Another is a reception teacher, using highly skilled HTLA who has covered and filled with an extra member of support staff.

RM - HLTA doing really well. Hoping teacher will be back in a phased return after Christmas

GOV - Any support for the staff while they're off?

PRINCIPAL - SS contacts them to check how they are through email and phone calls. Offer counselling service if appropriate, we also offer life coaching over a call. Always ask if there is anything we can do

5. Update from Trust

Report was shared with the committee prior to the meeting. The Principal overviewed the following:

- AF, Trustee, sent his apology for today's meeting
- Additional trust meeting yesterday for Ken Stimpson

GOV - How was the mock ofsted at AMVC?

PRINCIPAL - Went well. They were the last to have it. We have done it at every school across the Trust

6. Four Cs Scheme of Delegation

The Scheme of Delegation was sent to the committee prior to the meeting. All committee members confirmed they had read and agreed

7. Risk Assessment

Risk Assessment document was shared with the committee prior to the meeting

No changes since the last report. General risk assessment created mainly by Claire Spooner, Trust Health and Safety advisor, who is contracted to work across the Trust

8. Review of School Improvement Plan and Self Evaluation Form

SIP and SEF were sent to the committee prior to the meeting. The Principal overviewed the following:

- SLT meet termly to review where we are and update documents
- Main highest priority areas - this breaks it down and how it is being supported across the school
- Each area has a different senior leader has someone leading on it



GOV - Very comprehensive document. Good to see implementation and monitoring going forward

9. Standards Updates

a) Curriculum - AB

AB shared his update presentation with the committee. The committee watched curriculum update videos on History, Geography and Science prior to the meeting

Curriculum monitoring
Feedback and findings

Maths

- Emphasis on team discussion and planning
- Secure critical discernment and misconceptions
- Use of visualisers for modelling is good

History

- R, Y & 2 - Very oracy-based. Highlighted good links with Phonics
- Heavy topics in Y3 - looking at stone age. As explained in the History video, chronology has to start somewhere
- Teacher subject knowledge is improving with planning available from last year. More time can be used for improving subject knowledge now the planning is in place
- Generative learning activities - They are effective, but not a wide range. Staff meeting coming up with examples of types of tasks that can be used in different year groups that give different outcomes

Reading

- Flexibility in using what is needed for a particular class. Some year groups are needing more fluency lessons
- Practice is good - the following needed for consistency:
 - Refresher of planning expectations
 - Rule of different reading sessions
 - Child expectations within different reading sessions
- Refresher of planning, covered in a staff meeting

GOV - How easy is it to adapt the number of fluency lessons the children are having?

AB - The number of fluency lessons reduces as the children go through school. As and when more of the children can read fluently, we introduce more close and extended read sessions. Therefore if a particular class or year group needs more fluency practice, we can reduce the amount of close and extended reads.

Phonics

- Consistency from Sounds Write



- Timetabling working well
- Reception started 4 weeks into the term and are now able to do a 30 minute lesson
- Phonics in KS1 in all areas of the curriculum is really strong
- Interventions running across school:
 - 'Keep up' sessions - reteach
 - 'Catch up' sessions - intervention based on results of diagnostic testing
 - Few timetabling and logistical issues due to building work, will all be reviewed and running after Christmas

Writing

- Generally followed structure, but some dispersion
- GPS linked to Writing stimulus
- Writing is the area that needs most input from the curriculum team

CPD

- Maths twilight. Modelled maths lesson from HH
- Reading - refresher of planning and session expectations
- Writing - HB looking to create exemplars for each year group
- CPD provision is largely coming through coaching. Staff meetings are mainly used for things that are a whole school initiative.

Updates

- AB & BE supporting with Manor Drive curriculum
- MAT curriculum meetings. Chance to discuss with other subject leads across the Trust
- Governor curriculum meeting tomorrow 08:30 - Look at phonics in KS1

GOV - Does the FA curriculum get looked at from Nursery? Start in Nursery to feed into Reception. Look at it as feeding in as part of the journey.

AB - Not currently. From roughly Easter, we will look at the links with the nursery curriculum. This is a great point.

PRINCIPAL - We do, but not formalised on paper. Lots of what they do in nursery is in preparation but we could look at formalising it.

b) Teaching and learning -EB

EB shared her presentation with the committee

- Instructional coaching for teaching staff has launched. SLT and phase leaders have cohort of coachees



- Format - once a fortnight drop in, pick a point from that lesson drop in and then instructional coaching
- Coaching is underpinned by the PREPARE framework. Session starts with a praise element linked to PREPARE. Following this, dictate to the teacher which area of practice we are going on focus on
- Action step isn't pre-determined, it is collaboratively formed together
- Fortnightly cycle
- Coaching that is taking place is going really well and we've received positive feedback from staff.
- Challenges - coaching staff are finding it hard to fit it in. We met last week and discussed the barriers and came up with solutions. One was to re-shuffled the number of coachees for certain people
- Support staff CPD programme to launch in January 2023

Feedback

- After coaching season, the coach fills out feedback from
- Main strengths - confidently identifying common misconceptions, use of worked examples and use of oracy
- Areas of focus - Explain explicitly - vocalise thought process, behaviour management and plan precisely - planning robust, thought out and teachers have time to do the planning
- We will use the trends for feedback to shape staff meetings

GOV - How are staff feeding back?

EB - The idea of having a small number of coaches is to build a relationship.

Feedback should come up in the session on the back of the session

GOV - Anonymous feedback?

EB - Not yet - but before Christmas. Wanted to give it chance to embed and allow all staff to have had 3 coaching sessions

GOV - What kind of CPD for support staff?

EB - Focus on the PREPARE framework initially. Look at each letter at a time to fluently speak about pedagogy. After the main messages of PREPARE - I am currently gathering data from support staff about what would be beneficial for them to learn

GOV - Does this extend to support staff in offices and cleaners etc?

EB - Not yet. Priority is teachers and support staff in the classroom and then I am working with DM to create something fit for purpose. These staff currently have a fortnightly 1-1 with their line manager

GOV - Interesting to hear once you've got feedback where it's going



c) **Assessment** - RM

Reception Baseline Feedback

- Set of materials sent from the Government
- 1-1 with a child/teacher. Teacher reads from the script and inputs the child's answer
- Interesting test to do as a teacher as you learn a lot about the child - try where possible to have the class teacher take the test
- Better reflection of data to see what we do at Fulbridge. Children come in low compared to other cohorts in schools - shows the work we do is huge

GOV - What does the data look like for the current reception cohort?

RM - 90% of children come to Fulbridge below the national average across the early years areas of learning. A large number of our children scored 0 on their Baseline assessment. As the children go through school they make accelerated progress throughout the year which means that our KS2 results are in line with the national average

- We work so hard on basic communication skills before we can put phonics etc into place
- Focus and communication - why we needed those few weeks at the start of the year before starting
- Data should show that we are really low. This is not new and should show a really strong picture of fulbridge

GOV - How many feeder settings?

RM - Don't know the number but an awful lot. Interesting to look at this figure

d) **Inclusion/Safeguarding** DM/RM

Attendance Update - DM

Autumn One update

Data is only for the first half term

Persistent Absentees

- LA target is 96% for overall attendance
- Fulbridge headline data for first half term
 - Attendance 93%
 - Persistent Absence 22.8%
- Slightly below the Peterborough Picture of between 94 and 95%



- Main reason for absence is illness. Covid and winter virus. LA has updated us on Covid and warned about winter viruses. Seen in children and staff

Authorised absence

- Suffer from children taking extended breaks and not back in time for the new year

Absence by groups

- SEN children have more vulnerable to illnesses so often come up higher

GOV - Does unauthorised absence include holidays?

DM - No, just when we don't know where they were

GOV - Have late marks got worse with changing the timings of the morning?

DM - No. Other than Y4, we haven't had many lates

Class data is shared with teachers. Teachers can name children who are late and speak to families

DM Shared tracking attendance document that includes the 20 step process to absence. This includes, registers taken twice daily, bromcom tracks attendance and follow up actions if attendance doesn't increase or unauthorised absence.

The steps are comprehensive and we are doing all we can to improve attendance although slightly below Peterborough data.

Risk register for vulnerable children - persistent absentees have been added to the risk register. Currently 9 for attendance concern

GOV - Thank you. Really interesting.

GOV- Lot of children to account for. Is it just one person tracking?

DM - Yes. It sounds like a lot but our tracking system makes it more manageable than before

GOV - The approach of putting support around why there is persistent absence is great

DM - Why attendance meetings are so important to understand the context. Keep record of every meeting. As the year goes on, I am looking to put case studies together.

Safeguarding - RM

RM, GE & previously SB. SB left at half term so were working with a deficit. Recently appointed new inclusion officer who is undertaking DSL training in January. New starter is overseeing CPOMS - monitor and make sure things are being actioned



Safeguarding vision:

- Safeguarding culture
- Identifying concerns
- Protecting and supporting

100 children on vulnerable children register. Safeguarding and inclusion team meet every fortnight to discuss in detail

Curriculum

- We teach safe relationships in block 2 and 4
- E-Safety and respect and tolerance
- Return to safeguarding in every block as part of preventive strategy

GOV - Parent Survey?

RM - Once a year. It's not just safeguarding, it's a general survey

10. Resources Updates

a) Capital Development - BE

Building work continues to progress. Slight delay in two new classrooms as mentioned earlier.

Children are all in classrooms and it's not affecting the learning

b) Finance - BE

Report was issued to the committee prior to the meeting. The Principal overviewed the following:

-95% of schools are struggling financially. We do have good carry forward which will help but not support it forever

-Government 2.1 billion sounds like a lot of money but not when it's split

- 5% pay rise to teachers - 5% to teachers, 3% covered by Gov

- 8% to Support Staff - None covered

GOV - Making savings anywhere?

PRINCIPAL - We have known this was coming for the past 2-3 years. As staff have left, unless necessary, we haven't replaced. We are meeting with staff over budgets.

GOV - Tricky when managing long term absence as you are spending additional money to cover in the meantime

c) Premises and Health and Safety report - BE



Report was shared with the committee prior to the meeting. Principal opened to any questions:

Only one area of red for concern- fire issue. We are looking to compartmentalise incase of a fire issue. Adding a couple of extra double doors in the corridors to stop fire spreading

d) **Staffing report - BE**

The report was shared with the committee prior to the meeting. The Principal overviewed the following:

GOV - HR issues meaning?

PRINCIPAL - New headings on the staffing report as requested by the Trust. Both of those are attendance issues

GOV - Do we complete exit interviews?

PRINCIPAL - We did in the past but it seemed late to be doing it. Could it be better for Governors to interview after staff complete their induction?

GOV - Yes, or at the end to see recurring issues? Main reason for leaving and comments questionnaire

GOV - We have a link to a questionnaire that we send to staff with their recognising recitation letter

Committee and Principal agreed this was a good idea to look further into

11. Pupil Premium and Sports Premium Update & Strategy

Both reports were shared with the committee prior to the meeting. Principal opened to any questions:

No changes to the Sports Premium

Recovery premium grant has been received. We will have this funding this year and next year to support catch up

12. Update of School Policies

- a. Safeguarding Policy
- b. Prejudice Related Incidents Policy
- c. E-Safety Policy
- d. Collective Worship Policy
- e. Feedback and Marking Policy
- f. Assessment Policy



DC highlighted the following changes which the committee and Principal agreed to amend and update before publishing:

- E-safety - flow chart only half showing
- Assessment - Inputted word re-read. Present/past tense
- Feedback marking policy - Inconsistent fonts and size

GOV - E-safety states that a log is kept and shown to governors?

PRINCIPAL - We look at this and re-word and send an updated copy for approval

GOV - Safeguarding Policy states that an SEN child should have a trusted adult to talk to? Should this not cover everyone?

RM - On risk assessment, we sometimes mention the trusted adult

PRINCIPAL - This policy is written and sent to us by the LA

13. Single Central Record Audit Results

Audit results were issued to Governors prior to the meeting

A member of SLT and DSL audit the SCR half termly and a Governor termly

14. Governor Training

The committee were reminded to update IS on any training undertaken for it to added to the training log

CHAIR - We recently had a visit from a behaviour lead from LA who has offered to deliver a training session on exclusion process to Governors and SLT. We will look at dates in the spring term to hold this

15. Any other business

None

Date of next meeting

1st March

Meeting finished 10:11am

Governor Learning walk commenced straight after the meeting

ACTIONS

Number	Action	Responsibility
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1	Make noted changes to the E-safety, Assessment and Feedback and Marking Policies	BE/IS
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