



**FULBRIDGE ACADEMY**  
**MINUTES OF FULL LOCAL GOVERNING COMMITTEE**  
**14TH JUNE 2023**  
**8:30am**  
**THE BOARDROOM**

Present: Ben Erskine, Karen Hingston (Google Hangout), David Chandler, Libby Parrott, Rose McCloskey, Joanne Prescott, Sat Sahot, Salma Akhtar, Erum Khan, Mohammed Iqbal, John Dadge (Four Cs Trustee)

Apologies: Lorna Finch

Absent: None

Clerk: Isabelle Strowger

**1. Welcome & Apologies**

Vice Chair (DC) welcomed everyone to the meeting and acknowledged apologies. DC is chairing the meeting today as KH is attending via Google Hangout.

**2. Declaration of interest**

None

**3. Minutes from last meeting & matters arising**

Minutes from the last meeting were approved. Both actions of the previous meeting are agenda's items of today's meeting.

**4. Update from Senior Leadership Team**

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

- Challenging SATs papers this year. Very impressed with the children and staff's hard work. LP will give a further update during this meeting.
  - Successful residential trips for Years 4 and 6
  - Busy half term with performances and sports days coming up
  - Building work is complete with a 1 year contract for snagging. There have been no issues since initial snagging.
  - Nursery transitions are taking place in the coming weeks. Most in our Nursery come to Fulbridge so are already familiar with the setting.
- Information evening for parents only and a stay and play where children come into the classroom.
- Year 6 transition in July where the children will visit new secondary school
  - School transitions and meet the teacher at FA on 17th July. Use this time to make the transition from one class to the next as smooth as possible to ensure when they start they are familiar with their new teacher and ready to start learning.
  - 26th June Professional Day - based on handover and transition between classes.



PARENT GOV - With a student in Y6, I know the students were not worried about SATs. Thank you to the work of all at Fulbridge.

PRINCIPAL- Thank you. It is the approach we take to make it consistent and as normal as it can be for the children.

GOV - School performances - only 1 ticket per family?

PRINCIPAL - Initially one ticket per family and then additional tickets will be opened up closer to the performance date to ensure it's fair for all families.

GOV - Why are two classes in a performance?

PRINCIPAL - Work and time that it would take to do individual performances. The classes come together and go to their performing arts lesson at the same time.

GOV - Is there a SEN or high need identified for the current reception?

PRINCIPAL - Yes, need already identified or ones we quickly identify.

GOV - Is behaviour an issue?

RM - Many children arrive at Fulbridge with poor language and communication skills rather than behaviour. Behaviour is not an issue after a few weeks of being at Fulbridge.

## 5. Update from Trust

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

-As you'll be aware, it was decided not to proceed with the Merger with TDET.

- Work for Ken Stimpson joining the MAT continues with the timeline being worked to for September.

GOV - Is there still the legal issue to do with fencing?

TRUSTEE - This is still on-going and we don't foresee the issue being resolved quickly.

GOV - Are you looking for schools to join the Trust?

PRINCIPAL - We are exploring opportunities for further growth of the Trust as mentioned in the report.

## 6. Risk Assessment

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

This is a standard agenda item. Claire Spooner (MAT Health and Safety Officer) completes an on site health and safety report.

Claire Spooner asked for a First Aids Needs assessment to be completed (report issued to the committee). The report was completed in February and reviewed in March by SS (Business & Operations Manager) and FP (Pastoral Manager)



This report will be reviewed annually and shared with Governors.

## 7. Review of School Improvement and Self Evaluation Form

The reports were issued to the committee prior to the meeting. The Principal overviewed the following:

SLT will be undertaking Final review of development in the coming weeks

SIP - School Improvement Plan

SEF - Self Evaluation Form. We evaluate ourselves to be outstanding in all areas

SIP

-Main areas of development have been writing - using staff meeting CPD sessions to focus on this area

- LP has been involved with assessment both day to day and AfL in the classroom.

-Supported teachers by providing more exemplars. These are model pieces of text which the children should be aiming for.

- Upskilling and supporting staff with quality of written English. The exemplars highlight where the grammar and punctuation is used.

-Whole class feedback - dropped daily marking as it wasn't effective. Found it is most effective to catch the misconception as it happens and address it with the child.

-Worked with the teachers in how to support the class in correcting misconceptions.

-Quality of education - coaching programme in place. Worked with Jon Hutchinson to develop our coaching approach. CPD comes from coaching which happens fortnightly with a leadership team member.

-Provision in place for children who are on our SEND register and assessment in place to do that. This is complemented by One Page Profile. This profile is created between the staff, child and parents which explains all about the child and how we can support them.

-Behaviour across the school is really good. Two new ELSAs in place to support SEND and SEMH.

-Personal development - curriculum - continue strong research and promote mental health

-Leadership and management - continue to look at leadership structure to support the school

GOV - Do you have set hours for CPD?

PRINCIPAL - All teachers have coaching CPD through the leadership team, drop in and observation. Every wednesday after school 1.5 hours for whole school CPD. This will mainly reflect the development plan. Coaching is a personal area for the teacher's development. In addition, work with outside organisations that offer outside CPD. This isn't a set time, it's on a need basis.

GOV - Thank you for running the parental engagement sessions. Always a successful event and opportunity to visit the classroom.



## 8. Standards Updates

### a) Curriculum - AB

- Writing, RE and C&E

AB joined the meeting and updated the committee on the following:

RE and C&E subjects are both part of the school improvement plan. We have appointed two specific subject leaders for these subjects.

JH (RE Lead) has background in secondary RE

HM (C&E Lead) inclusion and curriculum to create strong curriculums for C&E and P4T

AB shared presentation on R&E and C&E updates which overviewed:

### RE

Change to the curriculum - looking at how key concepts and themes attract through different religions rather than teaching one religion at a time.

Example - In EYFS, looking at stories within all 6 major world religions, rather than just one religion.

Tracking key concepts will allow children to retrieve specific parts of the religion.

This update will be introduced to staff before the end of the year so all is in place for September.

### C&E and P4T

The C&E curriculum is already in a good place but needs regular updating with inclusion updates.

HM has time to incorporate this with her roles within inclusion and curriculum.

Current C&E curriculum:

P4T - currently have a book approach where different texts are selected from y1-y2. Books that have certain themes. Found there are some flaws in these books where they are too long and specific links aren't there.

Changes:

- Updating books to be shorted that can be read in a day
- Looking to stream different values (Active Learning, British Values and P4T values - merge into one set of values 'Fulbridge Values')
- These sessions will become far more discussion based
- AB shared overview which shows where the books link to our different values
- Awareness Days - coverage across all months where possible with awareness days, where age appropriate. These include a range of different religions (especially which reflect the cohort of the school)
- Shorted and more purposeful books



GOV - What is the timeline between the lessons?

AB - 3 consecutive days to ensure all key areas and concepts are covered/discussed before moving onto a different text

b) Teaching and learning - EB

- Support Staff Coaching

EB joined the meeting and updated the committee on the following:

### Support staff coaching

Fortnight CPD coaching cycle for all teaching support staff.

Week 1 - access a 5 minute CPD video and complete a short multiple choice quiz and reflections question which are designed to promote thought about classroom practice.

Week 2 - Attend one of 3 possible group coaching sessions. Either EB or AB leads the session. 30 minute session with open discussion based on questions in the previous week's session.

### Findings

Positive response from support staff

Promoting professional discussion in the classroom

Language from PREPARE framework being used more freely and confidently.

Seeing strong results

GOV - Will you repeat the same CPD as time goes on?

EB - Currently all working from PREPARE as the coaching programme is new. From September, the yearly plan is to continue to have all staff working towards the same area. PREPARE framework coaching will be incorporated as part of the induction process to ensure all staff have this area and then they will join the group coaching sessions.

c) Assessment -LP/RM

- SATs Update

LP updated the committee on the following findings:

### KS2

End of KS2 SATs - this test is not just based on Year 6 learning, it is all of KS2.

Writing SATs - children don't sit a writing SATs paper (changed in 2014) and is now the teachers assessment. Each year schools are picked to be moderated, we have been selected and will be moderated this week. Good opportunity to have another judgement and good CPD opportunity for our staff.

Looked heavily at the moderation process - writing is so subjective so can be widely different.



GOV - When are the results back?

LP - Results from moderation are instant. We provide moderators with a ranking and the they pick a selection of books to look at where children are.

PRINCIPAL - Deadline is 30th June for judgement and assessment. Tweaks and additional teaching can take place over the next couple of weeks if a child is close to changing the judgement.

GOV - Is this the first time we've been moderated?

LP - Usually 4 yearly but it is 6 years due to the pandemic. We were moderated with Y2 last year.

GOV - Were the results good last year?

LP - The results weren't changed so confident with our teacher judgements. Often reception come in with low speaking and language and therefore their progress throughout the years is very good.

## KS1

SATs took place before half term. Went smoothly and no concerns.

This is supplementary evidence of what the teacher's judgement in the classroom is. Either greater depth, expected or working towards.

KH - Commend the school on SATs work and preparation. KH attended to assist with monitoring and there was no impression that any one was upset as they had been prepared so well by the staff.

- d) Inclusion- DM
- SEMH

DM (Inclusion Leader) and CS (new Inclusion Officer) joined the meeting and shared an SEMH (Social, Emotional and Mental Health) update.

DM shared her presentation with the committee which overviewed the following:

### Inclusion team staffing

Appointed an Inclusion Teacher - HM

Inclusion Officer - CS who is a trained ELSA

12 members of the team

### SEND

104 pupils on the list - increased by 5 over the year.

Those on the list with SEMH - 17 (16% of SEND pupils)

### SEMH offer at Fulbridge



## Pupils

Curriculum offer, support in class and referral to MHST (Mental Health Support Team)  
Created our own referral process within school. Teachers can complete on google form and are tracked with the inclusion team.

## Parent

Mental Health and Wellbeing support inside and outside of school  
Lodge Reopening - steady flow of parents coming in to ask for support with MCAS app, information for classes/groups and community needs. Donations from parents and other parents collecting items. Baby weighing has been the most popular service.  
Two classes run by members of staff - toddler singing and mindfulness. Both fully booked.  
Inclusion team support  
External support - Crew Trident & MHST

## Staff

SEMH Policy  
Staff training  
DM Senior Mental Health Lead  
Monthly life coach  
HR Support  
Trainee counsellor offer with Stamford College

## SEMH Survey Results

Double the amount took part - 483  
Younger year groups also took part  
97 parents (few more than last year)

## Summary:

This was the second survey of this type carried out at FA. It is clear that the focus on Well-Being and Mental Health is welcomed by staff, parents and pupils. The majority of responses were positive and where there are areas to improve on then the information was received by the teams as useful and interesting.

Following the pupils survey, teachers are being given the pupils' response to be able to action the concerns. DM has logged these concerns on CPOMS and the teacher is able to address the concern.

## Actions

Welfare checks  
Think about doing the survey differently next year, questions yes or no. Smaller class and year group surveys

## What's next for SEMH?

Train 2 new ELSAS (4 in total)



Mental Health First Aiders Training  
Supervision for ELSAs and Mental Health Lead  
Supervision and Counselling offer offered to all Trust DSLs  
Develop the Lodge Offer

GOV - Is the survey anonymous?

DM - Staff anonymous and the children are named to address concerns. Parents had to input their email in order to complete.

- e) Safeguarding Report - RM
  - Pastoral Report - Spring 2

The report was issued to the committee prior to the meeting. RM updated the committee on the following points:

CPOMs is where all concerns are reported

CP (Child Protection) children who are looked after and worked with by the local authority.

3 Child In Need at the the time of this report (currently 2)

4 Early Help Assessment - family are struggling but don't meet the threshold for other support, you can open at Early Help to

2 referrals from disclosure

38 safeguarding concerns were logged and dealt with by our inclusion team

GOV - Impressive considering the size of the school

RM - We would prefer the LA to be working with more families, however, the threshold is so high that a lot of the work is being dealt with with the safeguarding and inclusion team.

GOV - Do we compare with other primary schools in the Trust?

PRINCIPAL - BE meets with DSL's across the whole trust. DSL's are brought together termly to share, discuss and receive support. Working really well. Can be a lonely and hard job as information is so confidential. It is a similar pattern in the Trust and nationally that threshold is high and harder to receive external support.

GOV - What are examples of incidents of concern?

RM - Different reasons for logging a concern. Late, hungry, disclosure of something happening at home.

## 9. Resources Updates

- a) Capital Development - BE

The Building Work project is complete



Year 2 children have settled well into their new classrooms.

1 year contract for snagging with the building contractors. There have been no issues reported since the first snagging took place.

b) Finance - BE

-AD retired from Finance Manager after Easter.

-Finance is being split across the Trust Finance and Fulbridge. FA staff are managing the orders and invoicing. The Trust Finance team are taking on the majority of financial work. Positive results so far.

-GAG income increased due to extra pupils

-Healthy carry forward coming through

GOV - Do we pay for the Trust Finance service?

PRINCIPAL - Yes, we pay in but not the amount of a salary for a finance manager.

GOV - Energy costs 50% increase?

PRINCIPAL - We are hoping it won't cost that much but allowed for additional budget to cover

c) Premises and Health and Safety report - BE

The Premises and Health and Safety report was shared with the committee prior to the meeting. The principal overviewed the following:

-Work with Claire Spooner for the Trust to support the Health and Safety and risk assessment to ensure all Trust offers are in line.

-Heating and hot water system - Old system which we know within the next few years will need replacing

-Energy Management - Look to move towards more LED light bulbs to save money. SS worked with Claire Spooner to create a plan.

-One electric board may need updating in the future which was highlighted from the building work.

-PE shed roof - all safe but will need to be replaced in the future

-Fire risk assessment - Compartmentalise and add to our doors which was highlighted by CS.

-One electric board may need updating in the future which was highlighted from the building work.

-Sports facilities - areas are worn and all safe but over the next few years we would like to replace the flooring. Replace to have one of the same flooring across the whole area.

GOV - Do the DfE offer funding to support energy management?

PRINCIPAL - Yes, money provided to improve efficiency to energy across school.



d) Staffing report - BE

The Premises and Health and Safety report was shared with the committee prior to the meeting. The principal overviewed the following:

- Fully staffed for teachers
- AT & EM joined curriculum team to oversee specialist areas
- Recruited ready for September.

GOV - Did you conduct leaver interviews?

PRINCIPAL - I agreed with KH on her suggestion of a Google feedback form. We hope to start gathering feedback from the end of term.

## 10. EYFS Update - RM & CS

RM & CS Updated the committee and presented an EYFS Reception update

The journey

- Phonics and maths robust teaching
- Play

### Pedagogical Approaches

- Whole class explicit instruction (Phonics using SoundsWrite and part of maths)
- Small groups (adult led) writing for example which is specific to the children's need
- Circle time
- Free-Flow which is broken down into two sessions. Children have a choice to what they access

-Enhanced provision - something that has previously been encountered in whole class teaching and links to taught sessions.

-Continuous provision - things that are out all of the time (sand,water, construction materials) idea is that the child goes back to them and progresses throughout the year.

-There has been lots of thought put in as to the layout and training for staff to understand the children's level, what is their next step and how to get there. We have seen really good language development from this.

-Keep up groups - child not grasping the teaching from maths or phonics. Find the time to tackle as quickly as possible during free-flow time.

-Free flow is spread across all 4 reception classrooms. All 4 classrooms are opened up and children move freely between these classrooms and two outdoor places. We were nervous initially but there have been no concerns. All children are sensible about making a decision and getting to where they need to be. Purposeful learning and engagement.



-We looked at decluttering classrooms and adapted a more natural feel, using natural materials and real objects.

### Next steps

- Further staff training on communication and intervention
- Strong place for September for children to start their year 1 curriculum

### **11. Pupil Premium and Sports Premium Update & Strategy**

Both reports were issued to the committee prior to the meeting. The Principal highlighted any changes to these reports since the previous meeting.

-As suggested by KH, we are working on having a separate nursery pupil premium document for next academic year to see a clearer breakdown on how money is spent in Nursery.

**GOV - Will we spend all sports premium this year?**

**PRINCIPAL - Yes, looking to develop outdoor areas for younger children.**

### **12. Update of School Policies**

- Trustee/Governor Visits Policy (MAT Policy)
- Charging & Remissions Policy
- Behaviour Policy
- SEND Policy
- Nursery Policy
- Trips and Visits Policy

A Governor raised a question around the behaviour policy and use of the word punishment. The Principal explained that the language is chosen for a reason but we would review the wording.

### **13. Single Central Record Audit Results**

Results of the recent SCR Audits completed by SLT, DSL's and Governors were shared with the committee.

No questions were asked.

IS explained that the recruitment process for Governors will adapt slightly from September where references will be asked for following a successful interview. AMVC is also adapting this.

### **14. Governor Training**

Training is available to book via the GovernorHub portal. Reminder to update IS on any training attended so it can be added to the training log.



IS reminded the committee to cancel a booking if they are unable to attend or the school is invoiced for this.

### **15. Any other business**

Dates of next academic year's meetings will be confirmed this half term.

#### **Date of next meeting**

TBC

<b><u>Action Point</u></b>	<b><u>Action</u></b>	<b><u>Responsible Person</u></b>
1	Review and confirm wording of the Behaviour Policy	BE/IS