



Fulbridge Academy

Four Cs MAT



Full Local Governing Committee

27th September 2023
08:30 am
Fulbridge Academy Boardroom

Invitees: Ben Erskine - Principal (BER)
Sam Smee - Head of School (SSM)
Karen Hingston - Chair of Governors (KHI)
David Chandler - Vice Chair of Governors (DCH)
Satwinder Sahota - Governor (SSA)
Joanne Prescott - Governor (JPR)
Erum Khan - Governor (EKH)
Mohammed Iqbal - Governor (MIQ)
Salma Akhtar - Governor (SAK)
Libby Parrott - Staff Governor + AP for Assessment (LPA)

Isabelle Strowger (IST) – Clerk

Alex Bailey - AP for Curriculum (ABA)
Emily Bass - AP for Teaching and Learning (EBA)
Donna Metcalfe - AP for Inclusion (DME)

MINUTES

- Welcome and Apologies**
KHI welcomed everyone to the meeting. Apologies were noted for LPA, SSA and DCH. K Hingston/I Strowger
- Declaration of interest**
None K Hingston
- Minutes of the last meeting & matters arising**
The minutes of the last meeting were agreed as an accurate representation. K Hingston
- Review of Terms of Reference and Code of Conduct for Governors**
All governors agreed to this year's Terms of Reference. K Hingston
- LGC Membership Vacancies**
SSM explained that we have recently appointed Scott Biggs, co-opted governor. SSM and KHI are conducting tours for 3 prospective governors later this week. S Smee
- Update from Senior Leadership Team**
Leadership report was issued to the committee prior to the meeting. BER overviewed the following: B Erskine
 - Smooth and positive start to term
 - Noticed the positive difference in new reception children - majority have had pre-school before starting.
 - All other year groups have settled in well and are focused on their learning

- Writing is a school priority - the way in which we further develop the areas of our writing curriculum
- Ofsted guidance - aware we are expecting a visit and striving for outstanding.
- Ken Stimson has officially joined the Trust
- Changes within the leadership team to allow for BER's additional day working for the Trust.

GOV - I was in school and saw reception in their second week. Engagement was excellent and would have never known we were only in the second week of term. Thank you.

GOV - Is the Head of School a new role? Is the transition going well?

SSM - Yes it's a new role. I'm working alongside Alison Barnes + Lewis Angier as Vice Principals as a new team.

GOV - Will Mr Wood have the capacity to fulfil the T&L role and be in the classroom?

BER - Yes, there are two teachers in that classroom. RWO has enough release time for T&L role.

7. **Update from Trust**

B Erskine

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

- Bryan Erwin role within the Trust for a year - supporting across the schools
- Gilmour standing down as Chair of Trustees - new Chair will be appointed in the next Trustee meeting.

8. **Risk Assessment**

S Smee

- Risk Assessment and Health and Safety is managed by Claire Spooner across all Trust schools.
- RA annually in May
- All actions on the previous report have been actioned
- One visit this half term already
- SSM handing over health and safety to LAN

GOV - How often do we review arrival and departure at school? Do we update parents regularly?

SSM - Parents regularly receive updates on the MCAS app about respecting neighbours. Instigated support of the LA. Stickers provided to neighbours to say please don't park on my drive.

GOV - Do we issue reminders on the safety of children to parents?

SSM - We have general road safety as part of our curriculum in P4T sessions but we can send a letter to parents on road traffic and safety.

Action - Parent/student safety reminder communication on newsletter/mcas message

9. **Review of Self Evaluation Form**

B Erskine

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

The report is broken down into mainly Ofsted criteria areas - areas of strength and focus.

Focus areas for this year:

Curriculum

- Improve the quality of the writing curriculum - grammar, sentence level work, GPS and staff confidence.

Teaching and Learning

- Improve the quality of the coaching programme - all staff access coaching.
And support coaches who support the staff further.

Inclusion

Ensure Support Staff support SEND pupils effectively - further training some TAs who often pick up programmes for children with recognised SEND needs to ensure they are trained effectively to support these students. Last year we worked on referring the correct children through the SEND process and ensuring the assessments are in place to check whether the child has any SEND needs - on-going process that happens throughout the whole year.

Assessment

Questioning - questioning appropriately to assess whether children understand the teaching and learning.

Behaviour and Attitudes

Really strong at Fulbridge and really proud of the way the children behave. Routines are instilled straight away. Looking at behaviours relating to SEND and SEMH to make sure staff can spot more effectively where behaviours may be relating to those areas to get support in place. Further developing their awareness of our Active Learning. - school is academic but we also know its very important for children to have other areas/

Personal development

Resources development - use of National College, provider of CPD across schools. Accessing a Trust package for all staff across the Trust.

GOV - National College courses are very good for governors - 1 hour webinars.

BER - We will have accounts for all governors to access. More information will be shared soon.

GOV - Are staff prepared with the correct tools to assess the child with SEND needs?

BER - Something we are aware of from day one but we need to get to know the child first and work with the family. There are a range of assessments that staff are trained to do, but we can also employ outside agents to assist with assessment. For example, speech and language therapists and autism outreach.

GOV - Are you in a position to share consistency with changes in your leadership team?

BER - Core areas have stayed consistent with no changes, curriculum, SEND and assessment.

10.

Standards Updates

- Curriculum - ABA

ABA joined the meeting and overviewed the following:

Curriculum overview and priorities

Priorities 23/34

EYFS focus across the school - to improve the continuous and enhanced provision offer for Reception and Year 1

Writing - To further enhance the quality and application of the Writing curriculum - specifically looking at how grammar is applied in children's writing.

Changes to the monitoring cycle to a more comprehensive system:

A Bailey
E Bass
L Parrott
D Metcalfe

- Reading phonics, writing and maths are monitored 6 time a year rather than 2 or 3.
- ABA to meet with core team leaders every 2 weeks. Discussions feeding into the school improvement plan reviews.
- Meet 1-1 with foundation subjects leaders with discussion around the monitoring focus.
- More robust system and allows constant discussion for all subjects

Governor Learning walks 23/34

Phonics, History & Maths. Dates shared with the committee via Google Calendar.

GOV - Is reading going well and will it continue to?

ABA - 3 years into the implication of reading. Up-skilling GAM who is new to the role. Staff recently had CPD with Chris Such who designed and implemented the curriculum.

GOV - Opportunity for parents to learn phonics? Offer Workshops?

ABA - Challenging to find a short presentation to share with parents as it is a big task and lots of elements. We offer parental engagement for all year groups where parents can access the learning in class. This is something we could look at.

ABA - Parents to read the decodable book that they come home with. Huge benefit to the child listening to the parent read. Promoting the love of reading and enjoying sharing a book at home.

- **Teaching and Learning**

- Handover of Teaching and Learning - EBA

EBA joined the meeting and overviewed the following:

EBA is moving on to a different school in October. RWO taking on responsibility for T&L. Handover in process.

Early Career Teachers Provider

- Large number (6) of Early Career Teachers (ECT). These are teachers who qualified in the previous year. We decided to change our 2 year programme provider to add consistency to our coaching programme.
- Moved to Ambition Institute who also use StepLab which compliments our current coaching programme and streamlines our support to our ECT's.

Teacher coaching

- Currently re-allocating teachers who need a new coach - will be spread across the SLT Team
- Moving to a three week cycle to allow for all staff to access a coaching session
- Goal for everyone to have coaching before October half term.

Support staff coaching

- Current coaching format will continue over the fortnightly cycle. Looking to incorporate SEND and safeguarding as much as possible
- Prepare framework is always included and spread across the year.

Coach the coach programme

- Next stage of development which is being passed onto RWO to develop
- Monitored closely as part of the School Development Plan

GOV - All the work you do is really supportive and supporting the wellbeing of staff, especially new staff.

- **Assessment - BER**

- Testbase assessments

- Curriculum coverage
- Gap analysis

BER overviewed the following in LPA absence:

- Children previously did paper tests at the end of the year in the summer term but have moved these to the beginning of the year in September, using Testbase papers
- We found children were naturally forgetting things over the summer and wanted to make sure we captured some of that in September
- This allows us to do a gap analysis and look at the curriculum coverage for each group to adapt it slightly to cover all areas
- Each teacher has a strong knowledge of each student and their areas of strengths and weaknesses
- Each child across the school will do a couple of paper tests and staff have the opportunity to complete analysis of those tests.

- **Inclusion/Safeguarding - DM**

- Review of last year

DME joined the meeting. A presentation was shared with the committee prior to the meeting to view. DME overviewed the following:

-The Inclusion Team has grown with additions of a new inclusion teacher, officer and special needs TA's in our new Narnia classroom

-Previous years targets were achieved. These were:

Support in year admissions of MENA and EAL pupils with a package of support to develop English skills and confidence

Achieved target that all children on the SEND list have a One Page Profile.

Continue to develop our mental health and well being offer by training new ELSAs and MELSAs

Narnia Classroom - extremely successful opening for high needs pupils.

To improve attendance for persistent absenteeism - partially achieved. This is a priority and further steps to support attendance moving forward are outlined in the presentation.

Moving forward

SEND post pupil progress meeting model to be developed

SEND concerns and referrals to be followed up in Autumn 23

EAL - action to check bromcom information to ensure data is correct (51% of pupils have English as an Additional Language)

Mental health and wellbeing

-Trained a new ELSA last year + two more to be trained this year

-FA Mental Health and Well-being 'offer' has been added to our website

-Pupil support groups are up and running

-SEMH referral form introduced which includes tracking spreadsheet

-Community Hub opened in the The Lodge - 2 classes underway and offer to be increased

-MHWB survey completed for staff, pupils and parents in 22/23. A new survey to be designed for 23/24

- Inclusion Officer to increase hours for Inclusion work

Crew Trident report on their support of SEND and safeguarding support. The statistics can be viewed in the presentation.

Safeguarding Updates

-Annual safeguarding training carried out for all staff and governors

-Sam Smee new DSL

- Karen Hingston Safeguarding Governor
- Weekly VC (vulnerable child) meetings taking place (changed from bi-weekly)
- All governors should ensure they have attended the training and emailed their declaration to IST
- 6 staff meetings booked

Future actions

SEND

- To plan for notional funding
- To support TAs to support SEND pupils effectively

SEMH

- To develop The Lodge's offer

ELSA

- To train another ELSA for KS1

GOV - How are you going to tackle persistent absence?

DME - Doing everything we possibly can. We track attendance, make calls and offer support and use the letter system if it continues. We will always log on CPOMs if we can't get hold of families which is our biggest concern. From a support point of view - we have tightened up our response to leave of absence and are not authorising as many leave of absences and issuing fines. This is following policy and other Trust schools.

GOV - Common trends with persistent absence?

DME - Thinking of 3 particular cases - English isn't strong, they don't see the value in education and anxiety of illness.

11.

Resources Updates

S Smee

- Capital Development

- No RAC in our school - surveyed and no further information
- End of last year we were granted money through the Trust for updating our electricity board - work completed successfully over the summer holiday.
- Fire door compartmentalisation - quotes have been agreed and plan for the doors to be fitted in October half term.
- Development of play area at FA site and flooring - broken it into sections to spread the cost. In process of quoting for new equipment and safety flooring.

- **Premise and Health and Safety report**

Boiler - looking to gain quotes for the replacement work this year. Trust application this year for funding to replace the boiler.

GOV - Would it bring energy efficiency cost savings?

SSM - Yes, we imagine so due to our current boiler being very old

- **Staffing report**

Performing Arts - SLA to enhance and deliver performing arts provision. Kindred Youth Theatre came out of the tender process and started in September. 6 members of staff in total and always 4 on site. Really good feedback.

Leavers - RM and CS and link to the Early Years. Interim roles with EYFS curriculum leads.

Maternity - Adverts to support upcoming maternity leaves. Transition in place for Year 6 teacher with another member of current staff in order to not need to put a new teacher into year 6.

Apprentice TAs - Invaluable for support in the classrooms and training staff. Interviewed and appointed 3 apprentice TAs who will start after October half term.

Nursery - KHI supported in job description and an advert for a Nursery Manager.

GOV - When advertising teacher roles, do you use government websites?
EPM and TS website - we find it helpful

GOV - Did we complete an exit survey?
SSM - Yes, an optional survey went out to leavers. All feedback and comments were as expected.

GOV - Percentage of movement with staff is minimal with the number of staff

12. **Annual Safeguarding Audit** S Smee
SSM overviewed the following:

-RM left at the end of last year. SSM has undertaken the training and became the DSL - which is strongly supported by DME and GED.

-Booked an external audit of safeguarding within school by Sue Proffitt (LA) this has been postponed. Reason for the delay is the new KCSIE guidance discusses filtering and monitoring. Sue wanted to obtain more information and training on this to ensure our training is as rigorous as it can be. Hoping for it to take place before October half term. We will share updates and actions from this.

-Regular team discussions amongst the safeguarding team take place for vulnerable children.

-Currently no major concerns to raise.

GOV - EBA in policy for LAC children. Who will take on when she leaves?
SSM - DME will be the LAC teacher and we will update the policy when this change is official.

Erum Khan was excused from the meeting.

13. **Pupil Premium and Sports Premium Update** B Erskine
The Pupil Premium report was issued to the committee prior to the meeting

-No changes to the sports premium document at this stage

Pupil premium

-New format was introduced 2 years ago and encouraged schools to make a 3 year plan. This report is moving into the 3rd year and working on the 7 challenges.

-Phonics ability - we met the national average for phonics scores. Really positive

- Social and emotional needs - increased the size of that team and support with ELSAs

- Scaffolding learning for low ability children - time allocated for curriculum and teaching learning leads to focus on their areas of the PP statement

-Outdoor learning - Improved forest school provision and increased DT provision, as well as some of the play equipment across the school

-Disengagement of some parents with education - noticed rapidly increased parental engagement activity from this funding - furthering support at home.

-High quality sports and arts - improving music provision by investing in more instruments and sports premium funding to improve the PE equipment

-Not had finalised SATs results - we will look at closing the gap

GOV - Create an Early Years Pupil Premium report?

BER - Work in progress for this year

14. **Policy Updates** K Hingston
- Safeguarding and Child Protection Policy
 - Fire Management Policy
 - Disaster Recovery Policy

All policies were agreed to be published

GOV - Do you use a paper register for the fire alarm?

SSM - Digital on a device for classes and staff. Live system that allows multiple members of staff to roll-call the staff. Last year timed down to 5 minutes.

15. **Business and Pecuniary Interest Form Returns** I Strowger
- IST reminded the committee that all forms must be completed on paper this year and returned by the end of the day to be collated into one document.

16. **Annual Safeguarding Update Training/Governor Training** I Strowger
- All governors must have attended and completed the annual safeguarding training by Friday 29th September. Declarations to be signed on governors behalf by IST.

All Governor learning walk visits for 23/24 have been timetabled and shared with governors.

9. **AOB** B Erskine
- None

10. **Date of next meeting** I Strowger
- 15th November 2023

Action Point	Action	Responsible Person
1	Road safety communication to be issued to parents	SSM/IST