



# Fulbridge Academy

## Four Cs MAT



### Full Local Governing Committee

**15th November 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)  
Scott Biggs - Governor (SBI)  
Kerry McMichael - Governor (KMC)  
Libby Parrott - Staff Governor + AP for Assessment (LPA)

Isabelle Strowger (IST) – Clerk

Alex Bailey - AP Teaching and Learning (ABA)  
Ryan Wood - AP for Curriculum (EBA)  
Donna Metcalfe - AP for Inclusion (DME)  
Haley Banister - Writing Lead (HBA)

### MINUTES

- Welcome and Apologies**  
KHI welcomed everyone to the meeting. Apologies were noted from EKH, SAK and MIQ. K Hingston/I Strowger
- Declaration of interest**  
None K Hingston
- Minutes of the last meeting & matters arising**  
The minutes were agreed as an accurate representation and actions have been completed. K Hingston
- Update from Senior Leadership Team**  
A copy of the report was issued to the committee prior to the meeting. BER overviewed the following points: B Erskine

Working with David Turner, School Improvement Associates, positive 2 days.

Day 1 - Familiarising ourselves with the Ofsted framework. Oversight of main areas in curriculum, teaching and learning, personal development and assessment.

Day 2 - Looked more closely at the curriculum and Subject Lead meetings. Further 2 days booked, one to include governance.

Leadership Update changes:

Emily Bass has left to work at another school.

Assistant Principals will lead the 'Curriculum Team' together (previously FIT Team)

GOV - Lots of responsibility for staff. How are we ensuring the classes aren't affected if they're teaching?

SSM - RWO's Y6 class is team taught by himself and a HLTA. ABA works with a HLTA, allowing for flexibility. LPA and DME are both non class based.

We have 4 HLTAs who are cover teachers - timetabled for cover where needed in order to allow release. Confident that all measures are in place to ensure teaching is of the highest standard.

GOV - Is there consistency for the children - especially those with SEND needs?

BER - Yes, both RWO and ABA job shares so all classes have consistent teachers.

SSM - Children are highly adaptable. Provision in the classroom for SEND children in particular, always a member of support staff in the classroom so there is consistency.

BER - As mentioned, we have 4 members of staff that cover. These are FA staff the children know well, rather than supply teachers.

GOV - Do HLTAs covering have the same level of support as teachers?

BER - Yes, they attend the same CPD as teachers do, including professional days.

GOV - How are we managing well-being and workload for AP's?

SSM - All AP's will be coached by BER to discuss challenges and workload.

GOV - Staff uniform offer?

SSM - Staff feedback suggested that they'd be interested in having items to purchase, polo fleece etc. Would be optional.

5. **Update from Trust**

B Erskine

A copy of the report was issued to the committee prior to the meeting. BER welcomed any questions.

GOV - When will the pay award be issued?

BER - Went through last month. The Trust honoured earlier than the announced date, in-line with teachers.

6. **Risk Assessment**

S Smee

The RA document is reviewed annually by Claire Spooner. The report will be renewed in May. No issues were raised in SPO's most recent visit - health and safety is effective across the school.

7. **Review of Self Evaluation Form**

B Erskine

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

Writing is the main priority for this year. HBA, writing lead, is joining the meeting later to share updates.

SEND - upskilling support staff for more challenging SEND needs.

Assessment - questioning around AfL and ensuring children are keeping up.

Receiving support from David Turner, School Improvement Associates, to support our school improvement.

8. **Standards Updates**

- **Curriculum - Writing update (HBA)**

R Wood  
H Banister  
A Bailey  
L Parrott  
D Metcalfe

HBA presented the new handwriting policy and curriculum. Main comments included:

Why the need for change?

Meet National Curriculum expectation on fluent, legible and eventually (KS2) speedy handwriting

Need for jointed writing with progression

Percussive conflicts with early phonics (print)

Key documents created which have been launched to staff

HBA shared the progression overview with the committee from Reception to Year 6. Progression is planned clearly across the block for teachers to focus on.

Transition period

Staff have a dedicated timetable slot

Handwriting pens issues from yr 4-6 - to be used during handwriting practice and publishing

Launched Nov 23

No feedback yet - will report back

HBA shared examples of work and joining.

GOV - Will you stop students using pre-cursive if they're confident?

HBA - If students are competent using the lead-ins, I don't expect them to stop. It is dependent on the child and their capability. Put this in place as many students struggle with handwriting.

GOV - Are you starting from nursery?

HBA - Formal instruction and mark making starts in Reception.

GOV - Opportunity to work with nursery staff so they know the next stages of the journey?

HBA - Yes

- **Teaching and Learning - Plan for Teaching and Learning**

ABA joined the meeting and overviewed the following:

Teacher coaching

No changes - teachers are coached on a 3 week cycle

Cover staff - drop in on these staff as they are teaching. Group coaching sessions every 3 weeks.

Non-coaching SLT are able to drop-in on StepLab.

ABA shared the StepLab website with the committee and explained how drop ins, observations and coaching are recorded.

Support staff coaching

Continue as before - content pre-recorded and uploaded to Steplab. ABA facilitates the group coaching session.

Programme has been completed to the end of the year - will review at the end of the academic year.

GOV - Is this time in the school day?

ABA - Agreement that during shorter lessons (P4T or C&E) support staff will be given release time to watch the content on steplab.

GOV - Does StepLab have training on there?

ABA - Yes, training has been recorded by a member of staff meaning they are personalised to Fulbridge staff.

### ECT Mentoring

Karen Burton (KBU) is coaching all of the ECTs  
Separate Steplab framework/targets based on ECF modules  
Sits separately to FA coaching  
Frequent dialogue with KBU needed to build whole-school picture of T&L.

### Teacher Expertise document

Compiling a document with a list of skills and assigning teachers to these skills  
All coaches can direct their coachee to see this skill elsewhere in school  
Accessible to all coaches and SLT who complete drop ins as and when we're able to

### Tom Sherrington visit

Two full days work with Tom Sherrington and SLT Team + Twilight on Monday evening for all staff.  
WALKTHRU based (his books on T&L, pedagogy and coaching)  
Visit focused on:  
Culture of walk-thrus in school and how to link walk-thrus to our PREPARE framework.  
Maths T&L learning walks with Maths Lead (HH)  
Received input on whole-school pedagogy  
Twilighted session around whole school pedagogy

### GOV - How are specialist teams coached?

ABA - Launched last half term, Ellis and Amy who lead specialist teams (PA, PE, Art and Forest School) coach these staff every 3 weeks. The 3-week cycle will consist of a programme similar to the support staff coaching to ensure all teaching staff are aware of how and why we teach.

### GOV - Do specialist teams know where to go for support?

ABA - Ellis and Amy are the point of contact for all specialist teams and teams know where to go. Specific point of contact with any CPD concerns.

### ● **Assessment - Pupil Progress Meetings**

LPA overviewed the following:

Pupil Progress meetings take place 4 x per year  
Meetings are with the VP's, assessment lead with class teacher and support staff on 1-1 basis. Each student's progress is discussed.  
Meetings and students are all logged on Pupil Progress proforma.  
Point in time assessments are used for Maths and Reading  
Writing is EOY judgement  
Following PP they meet with SENCo  
The proforma moves align the school so you can track progress across their whole time at school.

### GOV - Why do you use point in time assessment for Writing?

LPA - The reason why we use PITA for Writing is:

In each year group we have a progression document that sets out what the children should be able to do by the end of the year they are in to demonstrate that they are at Age Related Expectations. We do not have a document that breaks this down into each time we moderate, we use what we know about where the children should be to be at Age Related Expectations to make a judgement about whether the children will be there by the end of the year. We use exemplification materials that are ARE, the progression document, Comparative Judgement and Teacher Judgement to make a judgement about whether the child will be at ARE or where they will be by the end of the year. This can be changed as we move through the year to reflect whether the child is making the expected progress,

accelerated progress or slower progress and how this will impact where the child will be at the end of the year.

GOV - Intervention in place if someone drops below - is there a bank of what interventions work to be used again?

LPA - Currently working on this. Reading/phonics allows us to assess on SoundsWrite and allows us to plug the gaps.

Maths - been working on these which will be structured on 7 key areas of maths which will be used to support.

- **IDSR**

A copy of the Inspection Data Summary Report was shared with the committee.

- **Inclusion/Safeguarding SEND**

DME joined the meeting and presented. The main comments included:

DME shared the staffing and structure of the SEND Inclusion team.

Last year's school development plan was achieved - SEND paperwork in place.

This year's target - to ensure Teaching Assistants support pupils with SEND effectively.

SEND at Fulbridge vs National:

SEND 10% - National 13%

EHCP 2% - National 4.3%

#### SEND support

SEND support is for any child that has been identified as requiring support for special educational needs. DME explained the process.

#### A graduated approach

An effective Graduated Approach draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to an individual child or young person's needs.

1. Universal provision for all children
2. SEND support
3. EHCP

#### Identifying needs

Bank of resources for identifying need - can purchase support with screening from external agencies and also have a bank of tools that SENCO can use in school.

#### Provision

Providing 'something' to support a pupil or group of children which must be monitored and valued

#### Assess, Plan, Do, Review Cycle

Simple document created for each student to tighten up for those who don't have a support plan yet.

EHCP - annual reviews

Learning Plan - termly reviews

Support plan - termly reviews

Currently trialling a new document to carry out APDR cycles - DME shared an example to the committee

#### Strengths

Visit with Trust SENDCo which allowed for support and challenge

Recent visit from David Turner commended us for; number of children on list, most complex SEND, monitoring, profile types, safeguarding of SEND, training,

#### Current challenges

High and complex needs case. Only child on a part time timetable - approved by LA. No alternative provision available at present.

GOV - Does this take time away from other students?

DME - Unfortunately. The child can't access the classroom so it's staffing time as he needs two members of staff at all times.

GOV - Is all funding in place?

DME - Top level funding but it is not enough to cover everything we have in place.

DME shared that we have 5 children who have very high needs and are on a journey to special school. Opened Narnia which offers excellent provision for high complex needs.

GOV - What work do you do with other children in school to accept children with need?

DME - Really tolerant culture and universal approach. Even children in Narnia still start the day in their class and are taught by their teacher. We are proud of the culture and the children show care to one another without asking.

*Satwinder Sahota was excused from the meeting*

#### 9. **Resources Updates** S Smee

- **Capital Development**

Updating the play area in the main Fulbridge Academy playground so it will all have the same safety flooring.

- **Finance**

Report was shared with the committee prior to the meeting. SSM outlined the following:

£80,000 possible expenditure for staffing changes - not confirmed.

The 3 year forecast is positive for year 2 and 3.

Finances are in a good position.

Government has changed criteria for split site funding allowance that we previously haven't qualified for. Expecting to relieve this funding now, due to the nature of having to cross sites and take dinners over there etc.

- **Premise and Health and Safety report**

No major concerns to note.

Aware that the boiler needs updating - we are going to be putting an application into the Trust' School Condition Allocation for this work. It is a big project that needs completing over the next few years.

- **Staffing report**

Current staffing is positive

Maternity cover posts have been recruited

#### 10. **Pupil Premium and Sports Premium Update** B Erskine

No further updates since previous meeting

Pupil Premium report is in place for Nursery. Around £8,000. The report will show areas of priority for our Nursery. This will be shared in due course.

#### 11. **Policy Updates** K Hingston

- Assessment
- Feedback and Marking
- E-safety
- Invacuation

All policies were agreed.

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| 12. | <p><b>Governor Training</b></p> <p>Governor training can be booked through GovernorHub or the National College.</p> <p>IST shared the Governor Visit Feedback Form with the committee. This form should be completed following each visit to school.</p> | I Strowger |
| 13. | <p><b>AOB</b></p> <p>Karen Hingston shared thanks to Joanne Prescott for her time as a Parent Governor at Fulbridge. Joanne is moving on to be a Parent Governor at another Trust school, MDSA, where her child now attends.</p>                         | B Erskine  |
| 14. | <p><b>Date of next meeting</b></p> <ul style="list-style-type: none"> <li>● 28th February 2024</li> </ul>  | I Strowger |