

Minutes of Thorpe Primary School Local Governing Body.

Date: 01.03.2022

Time: 5.00pm

Online

| Present | |
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| Kate Trethewey | Lisa Lloyd |
| Colin Hammond | Jo Fillmore |
| Manoj Subudhi | Tracey Cheung |
| Anne Clayton | In attendance |
| | Helen Charlton |
| | N. Manders-Jones (Clerk) |
| | Emma Stephens-Dunn |

| Item | |
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| 1 | Welcome and Apologies The Chair welcomed Emma Stephens-Dunn as head of Governance for PKAT. Apologies were received and accepted from Trevor Pearce |
| 2 | Declaration of Interests. No declarations were made. The Governors were reminded to complete the declaration of interest form and send it to Emma Stephens-Dunn as soon as possible. |
| 3 | Minutes of the Meeting held 19.01.22 The meeting minutes held on the 19th of January 2022 were reviewed and agreed upon as an accurate record. Action Chair to sign a hard copy and return to school. |
| 4 | Matters Arising from the Minutes of Previous Meeting, |

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| | | | Progress | | | | | | |
| | Action Chair to attend a staff meeting to share information and trust updates | | complete | | | | | | |
| | Action Chair to sign a hard copy of minutes and deliver them to school. | | Not yet complete | | | | | | |
| | Action Chair and Head to RAG rate actions for discussion at the next meeting | | complete | | | | | | |
| | Action Governor self-evaluation action plan to be an agenda item at the next meeting in March. | | Agenda item 13 | | | | | | |
| | All existing PKAT Governors would be happy to serve another term of office if the trustees agreed Action Clerk to inform Emma Stephens-Dunn Stephens-Dunn. | | complete | | | | | | |
| | Action review of wrap-around care to be discussed at the next meeting. | | Agenda item 10 | | | | | | |
| | The Chair requested that the Governor prepare written questions on the Headteachers report before the next meeting. Action Clerk to provide an interactive document | | complete | | | | | | |
| 5 | Feedback / Key Messages from the Trust Board <i>the Governors received the January 2022 update previously shared on Governor Hub</i> The Chair of Governors explained that Interviews are to be held next week for the new CEO of the trust. The recruitment outcomes will be known towards the end of the month. | | | | | | | | |
| 6 | Policies for review <table><tr><td></td><td>Notes</td><td>Outcome</td></tr><tr><td>PKAT Primary Admissions Policy Primary 2023</td><td>For information</td><td>Approved</td></tr></table> | | | | Notes | Outcome | PKAT Primary Admissions Policy Primary 2023 | For information | Approved |
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| PKAT Primary Admissions Policy Primary 2023 | For information | Approved | | | | | | | |
| 8 | Headteacher's Report The Headteacher discussed her report previously circulated on Governor Hub. The following points were brought to the Governor's attention. Admission numbers are slowly increasing. The school has 42 first preference applications for joining Reception in September 2022. Q. Have the social media postings made any difference to admissions A. It is not easy to tell. Nursery numbers are healthy, with most sessions now full. | | | | | | | | |

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| | <p>Some children will remain for five terms in the nursery before entering Reception class. The school has 42 first preferences; 40 children from within the catchment have applied. The new marketing manager will support the school to analyse the use and impact of the use of social media.</p> <p>The comparative attendance data for the vulnerable pupils from the local authority is positive for the school.</p> <p>The number of Pupil Premium pupils is increasing.</p> <p>Safeguarding</p> <p>The number of concerns reported is increased compared to previous years; this is as a result of peer-on-peer abuse training which has led to some incidents being recorded on My Concern as well as the behaviour logs</p> <p>Fourteen referrals have been made, which is an increase in previous years.</p> <p>There have been no referrals to Lado</p> <p>There has been one fixed time exclusion.</p> <p>Q. On the concerns logged pie chart, the largest proportion is 62 'no categories' please can you explain what concerns these might be?</p> <p>A. All concerns should be assigned to a category. This usually happens with the DSL dealing with it picks up the online concern. The chart in my report was not the correct one – this has been amended now. There are no "no category concerns."</p> <p>Q. Can the same child be listed in different categories?</p> <p>A Yes, it can be. Such reports may result in a referral to social services.</p> <p>Q Are pupils accessing age-inappropriate materials on the iPads.</p> <p>A Not necessarily often due to playing inappropriate games on the Xbox. iPad is very well monitored and governed.</p> <p>Q. Concerning the year six racism workshop, how does the school plan to continue to support children and teachers with any continued racist events after the workshop?</p> <p>A. Our mantra is 'What do they need to learn and how will we teach them?' so any incidents are used as teaching and learning opportunities. Some children don't understand what they are saying or its impact. For others, it is deliberate, and those instances need a greater consequence.</p> <p>Year 6 practice sats are taking place this week, which are going well</p> <p>Q. What actions have been put in place to address the phonics issues in Yr. 2?</p> <p>A. An action plan has been created that has been shared with the Literacy Lead at the LA. This covers whole class/group teaching strategies, interventions, 1:1 support and other things. The phonics lead and Headteacher had a meeting with the LA, which gave us a couple more ideas, e.g., stickers that identify if a child has struggled with a sound on a particular day so other staff in class,</p> |
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| | <p>around school and at home can support them to embed their learning. The phonics leader will access the network across the LA – they have not had the opportunity to access them yet as you have to be invited to them.</p> <p>Staffing The Year five teacher is leaving at Easter. The school is considering options to cover the vacancy, including reviewing job share arrangements with current staff.</p> <p>Q. Will taking teaching cover for Yr5 from Yr2 and Yr6 have a detrimental impact given that you've addressed the need to put actions in place for phonic in Yr2 and Yr6 approaching SATS?</p> <p>A. Yes, however, having a teacher for the Y5 class has to be a priority. We are working with the supply agency we use to see if they have suitable teachers for the post.</p> |
| | <p>The Headteacher and Chair of Governors have checked the single Central register. The Headteacher confirmed that the payroll is signed off every month and that the budget is shared and discussed with SLT every month</p> |
| | <p>School Improvement Plan Monitoring:</p> <p>The Headteacher delivered the school improvement document previously shared on the governor Hub, noting</p> <p>subject Leaders have completed documentation which shows the intent, implementation and impact within their subject. All teachers should have made themselves familiar with the documentation.</p> <p>Staff meetings focused on developing working scientifically in class.</p> <p>Writing data is not as positive as hoped.</p> <p>Q Has the in-year admission of pupils had an impact on writing outcomes</p> <p>A school will track core pupils as a separate data set.</p> <p>The school had received much support for writing (talk for writing). This support had an impact this term. The issues in year one stem from the Covid restrictions and the inherent difficulties in teaching writing remotely.</p> <p>The school-led tutoring programme is starting imminently. Teachers and Teaching assistants will deliver it. All staff involved have access to the training before commencement. School-led tutoring for Year 5 will commence in the summertime.</p> |
| 9 | <p>Update from leaders Helen Charlton provided the Governors with an Overview of SEND developments from the autumn term and springtime.</p> |

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| | <p>There 64 pupils are on the send register. A large group of pupils (30) are identified for speech-language and language needs, with seven pupils having an EHCP, 5/7 of pupils are identified with an autistic spectrum disorder.</p> <p>A staff meeting was held on SEND strategy to support teachers. Additional training for teaching assistants will be held later to cover autistic spectrum disorder, speech and language, and memory issues.</p> <p>The Speech and language specialist supported the school at the beginning of the year, but unfortunately, have since left the authority and has not yet been replaced. The school continues supporting children pending a new appointment</p> <p>Screening for dyslexic and dyscalculic screening is in place in school.</p> <p>Additional needs meetings are held every term. Teachers' identity concerns and strategies are put in place to support. Educational psychologists and SEND HUBs are used for additional support.</p> <p>The SEND teaching assistant works across all year groups, working with key individuals. Additional targeted time is provided to complete speech and language programmes</p> <p>The Early help protocol is in place to support parents and families</p> <p>The SEND team work closely with the emotional support steam.</p> |
| 10 | <p>School Budget Monitoring and Draft School Budget for 2022-25</p> <p>The Governors received the financial report previously circulated on Governor Hub.</p> <ul style="list-style-type: none"> • Governors reviewed and approved the draft budget • The Headteacher explained that small changes seem to have a big impact on the budget, and it is not always clear how the information is generated. • The Site Manager is not able to return to school at the moment. The continued absence of the site manager puts additional responsibilities across all staff members. • Cleaners have been informed of the intention to move to easy-clean contracting. <p>Q. How was the general response from the staff?</p> <p>A. The response was largely positive</p> <p>After school club</p> <p>The Governors discussed the current level of attendance at the after-school club, noting that it may not be viable to continue.</p> <p>Q Could the school do more to increase attendance at after school club</p> <p>The school could publicise the positive impact of promoting the after-school club.</p> <p>Q. Is the cost an issue?</p> <p>A. The very provision is competitive cost.</p> |

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| | <p>Q. Could Longthorpe and Thorpe join together to do a joint venture in the future?</p> <p>A. Possibly, but longthorpe club is run privately rather than by the school.</p> <p>Action Anne Colin to meet with the Headteacher to discuss and decide future actions.</p> <p>Action Headteacher to survey parents' intentions toward wrap-around care.</p> <p>Governors were informed that work on the roof had started. Unfortunately, some damage was caused when materials were delivered.</p> |
| 11 | <p>Wellbeing Annual Report</p> <p>PKAT intends to complete a survey of all staff before Easter. The outcomes will be shared with Governors.</p> <p>Staff well-being groups are in place from each PKAT school. The group represents all staff, including office kitchen cleaning pastoral et cetera</p> <p>In June 2020, the school conducted a well-being survey regarding how staff members felt about returning to work after the first lockdown and any concerns about starting back in September 2021. The results from this survey were shared with members of the SLT team and staff around the school</p> <p>In September 2021, the well-being group created a well-being policy. This policy was based on feedback from well-being surveys, staff feedback and discussions with SLT on our policies. When the policy was written, it was shared with all staff members and approved by the Governors.</p> <p>A training programme on leading well-being in school will support the next steps.</p> <p>Perkbox is promoted throughout the school.</p> <p>Q What do staff think of PerkBox</p> <p>A. Some staff use it very well, some don't use it. Some staff regularly use it for mental health support.</p> |
| 12 | <p>Feedback from Governor Visits / Contact</p> <p>Governors were reminded to upload visit reports to the Governor HUB.</p> |
| 13 | <p>Governance:</p> <p>Governor self-evaluation action plan</p> <p>Governors discussed the rag rating self-evaluation action plan noting that many areas were green</p> <p>Governors were reminded that they were now allowed to come into school. They are advised to do a lateral flow test before entering the building.</p> <p>Feedback forms should be completed once visits have been completed and uploaded to the Governor HUB</p> |

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| | <p>Action link teachers to email link Governors to arrange visits</p> <p>Governor Skills Audit Action Governors to complete skills audit and return to Emma Stephens-Dunn as soon as possible.</p> <p>Informal Governor Appraisals in progress, the Chair will contact Governors to complete.</p> <p>360 Review of the Chair Action Governors to complete 360 reviews as soon as possible and results to be sent to Chair</p> <p>Training is undertaken Action Clerk to create training record on Governor HUB Action Governors were asked to complete NGA Learning Link safeguarding training by June meeting</p> |
| 14 | <p>Any other Business Action governors were reminded to produce pen portraits for the school website.</p> |
| 15 | <p>Confirm Date and time of Next Meeting: 14.06.22 @ 5.00 pm planned face to face</p> |