



**Braunstone Frith**  
Primary Academy

# BRAUNSTONE FRITH PRIMARY ACADEMY



## MINUTES OF THE LOCAL GOVERNING BODY MEETING HELD ON THURSDAY 14<sup>th</sup> SEPTEMBER 2023 at 4.30pm NON CONFIDENTIAL

### Composition of the Board

NAME	TYPE OF GOVERNOR	END DATE OF OFFICE	DESIGNATED ROLE	IN ATTENDANCE
Izzy Reid-Mackay (IRM)	Community	24.02.2026	Chair, Safeguarding, training, Lifelong learning spoke	Y
Naomi Grant (HoS)	Head of School		Head of School	Y
Anne Paull (AP)	Community	24.02.2026	Wellbeing Link Governor and SEND	Y
Amanda Scott (AS)	Community	18.05.2026	Teaching & Learning spoke	Y
Karen Duggan (KD)	Staff (Teaching)	24.02.2026	Teaching & Learning spoke	Y
Samantha Coleman (SC)	Parent	11.12.2023		Y
Graham Foster (GF)	Community	24.02.2026	Lifelong learning spoke	Y
Amy Rowley (AR)	Staff (Support)	20.01.2024	Lifelong learning spoke	Y
Conor Woolman (CW)	Community	25.05.2027		Y
Gareth Lloyd (GL)	Parent	08.06.2027		Y
Vacancy	Community			
<b>In Attendance</b>				
Amelia Smith (EHT)			Executive Headteacher	Y
Rebecca Miles			Clerk	Y
Edward Booth	Assistant Headteacher			Y
Bhav Patel	Assistant Headteacher			Y
Vicky Murray	Assistant Headteacher			Y
Deb Hynes	Designated Safeguarding Lead			Y
Jo Smith	Phonics Lead			Y
Sarah Grounds	Oracy Lead			Y

ITEM NO	ITEM	ACTIONS
1.	<b>WELCOME AND APOLOGIES</b> The Chair welcomed all Governors and members of the Senior Leadership Team (SLT) in attendance at the meeting. There were no apologies.	
2.	<b>DECLARATIONS OF INTERESTS</b>	

	<p>The Governors were asked to declare any potential pecuniary interest or conflict of interest between an individual and the governing board as a whole with the business to be discussed during the meeting</p> <p>No additional declarations were made.</p>																			
<b>3.</b>	<p><b>ELECTION OF CHAIR AND VICE CHAIR</b></p> <p>One nomination was received for the Chair of Governors position for the academic year 2023 – 2024. The nominee left the room whilst governors voted. It was unanimously agreed that IRM should be re-elected as Chair for 2023-2024.</p> <p>It was agreed that the election of Vice Chair for the academic year 2023 – 2024 would be postponed until the next meeting on 12.10.2023 due to there being no nominations.</p>																			
<b>4.</b>	<p><b>MINUTES OF LAST MEETING</b></p> <p>The non-confidential minutes of the Governing Board meeting held on the 6<sup>th</sup> July 2023 were <b>approved</b>.</p>																			
<b>5.</b>	<p><b>MATTERS ARISING</b></p> <p>The matters arising from the previous meeting were reviewed:</p> <table border="1"> <thead> <tr> <th>DATE</th> <th>ITEM NO</th> <th>ACTION</th> <th>BY WHEN</th> <th>BY WHO</th> <th>UPDATE</th> </tr> </thead> <tbody> <tr> <td>06.07.2023</td> <td>8</td> <td>Share the health check document.</td> <td>14.09.2023</td> <td>IRM</td> <td>Complete- it was confirmed that the document had been saved in the Ofsted folder on GovernorHub and would be updated after each meeting.</td> </tr> <tr> <td>06.07.2023</td> <td>9</td> <td>Add SEND annual report as an item on the next meeting agenda. Governance professional to send SEND report templates.</td> <td>12.10.2023</td> <td>HT/RM</td> <td>The SEND annual report was shared and it was decided that it would be discussed at the next meeting on 12.10.2023.</td> </tr> </tbody> </table>	DATE	ITEM NO	ACTION	BY WHEN	BY WHO	UPDATE	06.07.2023	8	Share the health check document.	14.09.2023	IRM	Complete- it was confirmed that the document had been saved in the Ofsted folder on GovernorHub and would be updated after each meeting.	06.07.2023	9	Add SEND annual report as an item on the next meeting agenda. Governance professional to send SEND report templates.	12.10.2023	HT/RM	The SEND annual report was shared and it was decided that it would be discussed at the next meeting on 12.10.2023.	
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<b>6.</b>	<p><b>GOVERNANCE - CONSTITUTION/ MEMBERSHIP</b></p> <p>a. Governors noted the Constitution and Terms of Reference of Trust Local Governing Bodies and the LiFE Scheme of Delegation which were updated for 2023-24.</p> <p>b. Governors were reminded to complete the Declaration of Pecuniary Interest and confirmations including KCSIE via Governor Hub and Code of Conduct 2023</p> <p>c. Governors noted the community governor vacancy and the resignation of the support staff governor. Thanks were given to AR for her commitment and contribution to the governing body. It was acknowledged that recruitment would need to be undertaken for both posts.</p> <p>d. It was noted that no terms of office would cease before the next meeting. The term of office for SC will end 11.12.2023.</p>	<p>Governors were asked to complete the Skills Audit 2023/24 for the next meeting on 12.10.2023.</p> <p>Governors to complete safeguarding training by</p>																		

<p>e.</p> <p>f.</p> <p>g.</p>	<p>Governors noted that the School Website and Get Information about School (GIAS) had been reviewed and were compliant. It was highlighted that the safeguarding policy would need to be uploaded following its up-date.</p> <p>Governors were asked to complete the Skills Audit 2023/24 for the next meeting on 12.10.2023.</p> <p>The trust wide governor training programme was shared with governors prior to the meeting. The importance of completing safeguarding training by 23.10.2023 and the prevent training by 30.11.2023 was emphasised to governors.</p>	<p>23.10.2023 and prevent training by 30.11.2023. Dates to be provided to the clerk if completed elsewhere.</p>
<p>7.</p> <p>a.</p>	<p><b>DATA</b></p> <p><b>School Improvement Plan (SIP)</b> the plan was shared with governors prior to the meeting via GovernorHub. The SIP/strategic wheel and the 5 quadrants (as listed below) were explained to governors. Subject leaders presented their area of the SIP then left the meeting:</p> <p><b>1. Teaching-</b> governors were informed that the strategy would involve using feedback, modelling, questioning and sequencing through coaching and training staff.</p> <p><i>Governor Question: Three strategies for staff to use were referred to. What are they?</i></p> <p><i>Answer: ‘Selective marking’, for example, writing, one paragraph is chosen and edited with the child so that they can use the approach going forward. ‘Whole class feedback’ is used to address areas that may apply for the whole class. The ‘Short feedback loop’ involves providing a class with a short task, the teacher models what to do, the class has another go and the modelling and ‘trying’ continues until the whole class is secure.</i></p> <p><i>Q: Will the approach that is used be dependent on the class?</i></p> <p><i>A: Staff will need to determine which approach to choose in which moment.</i></p> <p><b>2. Learning-</b> the vision, objectives and the strategy were described. In relation to action plans for <b>reading</b>, it was explained that the emphasis would be on reading taking place across the whole school, increased fluency, children being motivated to read and increased engagement from parents.</p> <p>Governors were informed that the action plan for <b>writing</b> emphasises good quality teaching, modelling, feedback and assessment which includes evidence of progress in books. There is a focus on ensuring that all children can read and write and are fluent in both.</p> <p><i>Q: Will these strategies help to close the gap?</i></p> <p><i>A: Yes.</i></p> <p><i>Q: Has any feedback been received from the action plans?</i></p> <p><i>A: The action plans are fairly new but are built on things that have been done in the past.</i></p>	

The **early reading and phonics** action plan was explained. This highlighted that training for staff was taking place alongside modelling and monitoring of learning. The use of interventions for children identified through assessments/phonics screening checks was explained.

*Q: Do you use other schemes in addition to little wandle?*

*A: Yes, Nelson handwriting, accelerated reader and the spelling shed. Staff are exploring the possibility of using the little wandle spelling programme. The success of little wandle was discussed and how this had been reflected in the data.*

In relation to the **maths** action plan, it was explained that the focus would be on reducing children's cognitive load, supporting children to understand number and monitoring and coaching for staff. There would be a focus on consistent planning across year groups to ensure consistency of messages. Teachers would also be supported to use data gathered from assessments to inform required support for pupils.

- 3. Inclusion-** it was explained that in relation to **oracy** a key aim would be to make 'talk' more visible and to use talk strategies in core subjects. Continuing Professional Development (CPD) would be used to ensure staff know how to use the strategies. Aims were outlined as: children articulating their own learning and emotions using oracy skills, to develop assessment in oracy, to train more oracy experts and to seek to gain accreditation as a school of excellence. In response to governor questions it was confirmed that approaches with children would include individual, pairs, trios and groups.

It was explained that the inclusion action plan aims to support all pupils to thrive. Work would be undertaken to increase staff awareness of how pupil voice can be used effectively. The school has introduced the role of 'pupil ambassadors' with different areas to focus on (i.e. eco, IT, safeguarding, sports, wellbeing). Different staff will lead on different ambassador groups and a protocol is being developed for how ambassadors will work in school. It is felt that this will support the work around pupil voice. Work will also focus on supporting children with Special Educational Needs and/or Disabilities (SEND) and ensuring equity of arrangements as well as continuing to develop provision mapping. There will be clear expectations for children with English as an Additional Language (EAL) and teachers will be provided with support for working with EAL pupils.

*Q: Is there an increase in EAL learners this year?*

*A: It was confirmed that there was not a significant increase but children were coming from a greater number of different countries (29) and more children were new to English.*

- 4. Removing barriers-** the vision that "all children will reach Age Related Expectations (ARE) when they leave school was shared. It was highlighted that this area of work would also focus on behaviour and attendance.

**5. Lifelong learning-** it was explained that this area would seek to develop children's skills in having agency in their own learning and to be outward facing, i.e. planting trees to understand environmental impact. Children are setting their own targets when they arrive at school and are being taught how to have more agency. A Swedish approach is being piloted. Subject leaders are being supported to understand impact. Lifelong learning is being encouraged for staff as well as pupils. Governors were encouraged to express an interest if they would like participate in the 'voice 21' training.

Governors were advised that baseline assessments had been undertaken for each area and would be shared at the next meeting.

b. **Strategic Planning Wheel (SPW)** It was **decided** that governors would need to be linked to each area of the wheel and for visits to be arranged with the appropriate staff member. Roles were agreed as follows:

- Teaching & Learning: IRM and GL
- Teaching & Learning (reading focus): KD
- Inclusion (including pupil premium): AP
- Lifelong learning: AS
- Removing barriers: CW

Specific roles:

- Mental Health: GF
- Safeguarding: IRM
- SEND: AP

c. **School Self Evaluation form (SEF)** a draft version of the SEF was provided to governors prior to the meeting via GovernorHub. The purpose of the document was explained, alongside a summary of key points and work that had been undertaken. The links between the SEF, SIP and the strategic planning wheel were highlighted. Governors were informed that there would be a strong focus on attendance. Whilst the school has evidence that interventions are working, further work is needed to move this forward. Governors were assured that a plan was in place and it would be tweaked following the recent data release. It was explained that the SEF is a live document and would be updated regularly.

*Q: Following up on a previous action, was any benchmarking undertaken in relation to similar schools and their approach to attendance?*

*A: It was confirmed that some work had been undertaken but the new attendance lead has this as an action and would complete more research as a priority.*

One governor suggested considering year groups with good attendance and ensuring this was also highlighted.

d. **Statutory and in school data-** was provided to governors at the meeting. It was highlighted that in Early Years Foundation Stage (EYFS) data had returned to similar percentages to pre-pandemic levels. The new phonics scheme had made a positive impact on reading and speaking but not yet in writing.

Data from the year 1 phonics screening looked to be on a falling trend but there had been significant turbulence in year 1 due to five in year starters around Easter. Governors were informed that nine children left and 7 of those would have passed the screening. Additionally, there had not been enough time for catch up work following the pandemic to be embedded. Governors were advised that without the turbulence the data would have been similar to 2018/19.

Data from year 2 outlined that 86% of children had passed the phonics check and 89% of the stable cohort.

It was confirmed that overall for Key Stage 1, reading had returned to 2018/19 levels for those achieving age related expectations and was improving for those achieving greater depth. The reading data is predicted to be slightly above national data. It was highlighted that writing is just under levels for 2018/19 and national data but had improved significantly since 2022. Data for maths has returned to pre-pandemic levels and was predicted to be consistent with national data.

Governors were informed that year 4 data for the tables check was in line with 2022.

In relation to year 6, it was explained that there had been a lot of turbulence. Fourteen pupils arrived in year 6 with only six of the pupils coming from UK schools. Five further pupils had joined in year 5. Five pupils also left during year 6. Twelve pupils did not sit the SAT's test as they were working significantly below the level of the test. The cohort also had a number of children with significant Special Educational Needs and or Disabilities (SEND).

It was explained that the three-year trend suggests that data in year 6 is falling. However, if the data is considered over five years, it shows an improving trend. In fact, if there had been data in 2020 an improvement would be seen. Taking all of this into account, it is argued that there was a one-year dip in 2023. Furthermore, if the children who were significantly below the level of the test and didn't sit it, were removed from the data, the picture improves further. This improves again if the two children who arrived late into the year from foreign countries are removed from the data and improves further still if children with significant SEND are removed.

Governors were informed that the school would prioritise identifying actions to support children working just below 'age related expectations'. Work would also be undertaken to encourage all children to believe that they can learn to read. This would be reflected more strongly in the SIP. Staff would also receive training on coaching/interventions for year 6 children.

*Q: Are some children not making the progress they should?*

*A: It was confirmed that some children should have made more progress and more would be done on this. Further analysis of the data had revealed that those with SEND but no disadvantage (in relation to household income) appeared to face more difficulties and it had highlighted that more work would be needed to support these pupils.*

*Q: How can pupil premium funding be used to support these pupils?*

e.	<p><i>A: It was explained that coaching would start with pupils whose household income sits just above that considered to be 'disadvantaged,' in the knowledge that pupil premium funding would be used for those who are considered to be disadvantaged (in relation to household income). Parents are being contacted to encourage pupils to attend breakfast club. It was highlighted that there was no additional funding so interventions were being used that did not incur an additional cost. It was confirmed that work with pupils considered to be disadvantaged (in relation to household income) would take place alongside this. Work would also take place to increase parental engagement across the school i.e. promoting reading.</i></p> <p><b>Governor Visits-</b> it was <b>decided</b> that governors should arrange visits with subject leads for their allocated area via email.</p>	
8.	<p><b>POLICIES</b></p> <p>Policies were shared with governors in advance of the meeting via GovernorHub and considered in the meeting:</p> <p><b>a. Safeguarding and Child protection policy-</b> changes were highlighted to governors. This included updates arising from KCSIE 2023 which related to filtering and monitoring, responsibilities of staff and who to go to with concerns. Governors were made aware that changes also included a distinction between 'children missing in education' and 'children absent from education'. Further guidance had been included on young carers and how to identify them. Additional guidance had also been included on forced marriage. It was confirmed that staff were made aware of the changes at a recent training session.</p> <p><b>b. Child on Child Abuse policy</b></p> <p><b>c. Behaviour policy-</b> it was highlighted that changes had been made to ensure that references to 'team teach' were changed to 'handling' and the policy was up-dated to ensure consistency with KCSIE 2023.</p> <p><b>d. School uniform policy-</b> governors were made aware that small hoop earrings would be removed.</p> <p><b>e. Staff Code of Conduct policy</b></p> <p>Governors <b>approved</b> policies a-e.</p> <p>It was <b>agreed</b> that the review date for the following policies would be extended until the next meeting on 12<sup>th</sup> October:</p> <p>f. Social media g. Safer recruitment h. Online safety</p>	
9.	<p><b>SPORTS PREMIUM ANNUAL REVIEW 2022-23</b></p> <p>The sports premium annual review 2022-23 was provided to governors prior to the meeting via GovernorHub. The annual review was <b>approved</b> for publication on the website.</p>	

<b>10.</b>	<b>DATE &amp; TIME OF THE NEXT MEETING</b> Dates and times for meetings for 2023-2024: <ul style="list-style-type: none"><li>• Thursday 12th October 2023 at 4:30pm</li><li>• Thursday 14th December 2023 at 4:30pm</li><li>• Thursday 8th February 2024 at 4:30pm</li><li>• Tuesday 19<sup>th</sup> March 2024 at 4:30pm</li><li>• Thursday 16<sup>th</sup> May 2024 at 4:30pm</li><li>• Tuesday 2<sup>nd</sup> July 2024 at 4:30pm</li></ul>	

The meeting closed at 6:30pm.