

## Directors' Note for Portfolio Groups

Portfolio title: Brayford/Umberleigh LGB

Date of meeting: Friday 3<sup>rd</sup> March 2023, 2.00pm, Umberleigh Academy

Attended by: Penny Wignall, Katie Locke, Corrine Smith, Hisham El-Marazki (observer), Verity Goss (clerk)



Brief overview of discussion	
<b>Welcome and apologies</b>	PW welcomed all to the meeting and introduced HEM as a potential local governor. Mel Marcolini had stepped down from being a local governor and trustee – the board was very thankful for her dedication during her time on the board. PW reminded local governors that there were separate meetings for Brayford and Umberleigh this term for logistical reasons.
<b>Declaration of business interests – housekeeping items</b>	None relevant to the agenda.
<b>Sign off previous minutes</b>	Agreed as accurate record of the meeting with a correction on Page 4 – Exeter Museum should be Exeter Football Club.
<b>Matters brought forward</b>	None.
<b>Correspondence</b>	None received.
<b>Head of School's reports</b>	<p><i>Includes: Pupil numbers, SEND, Attendance, Exclusions, Safeguarding, Staffing</i></p> <p><i>School Improvement Plan and priorities, Community Links, Pupil Premium and sports funding initiative updates, policy updates</i></p> <p><i>Quality of Education including Curriculum updates and out of school activities, Behaviour and attitudes, Personal development</i></p> <p><i>Quality of Early Years</i></p> <p><i>Arbor data</i></p> <p>Head of school report had been received along with the curriculum newsletters – agreed it was useful for governors to see these. Curriculum newsletters had been sent to parents at the beginning of term to explain what was going to be covered.</p> <p>The LGB had last met in September – there were now 67 children on roll, with 14 brumblebees – more were expected this term. There was</p>

increased staffing on Tuesday mornings to cover additional two year olds coming in for that session. *Was there staff available for this?* Yes – both permanent members of staff were level three trained, so additional staff members did not require qualification. There had been one possible new Reception child, but the parents had decided they were not yet ready for school.

Currently 8 on SEN register, 2 EHCP, 12 Pupil Premium – most of these were in Reception and Year 3. CS explained that the purpose of the Pupil Premium funding was to close the gap so that children got the same opportunities as everyone else. There was one looked after child in the school – CS explained the additional time needed for meetings around looked after children.

Attendance 94.4% at the time of the report – there had been a lot of strep infections before Christmas, but January and February had not been too bad. *What was the target for attendance?* CS explained the target was 96%, and was the same for each category. The reason for absence was not considered in the school attendance figures. The school would be asked about the background for low attendance – particularly in small schools it did not take many pupils to significantly affect the percentage. One child with poor attendance was struggling to come to school – CS explained how there was evidence in place to show what the school was doing to support the family. One child in Reception was on a part time timetable – SENDCO was involved to support the needs of the child. One child was receiving support from CAMHS. CS explained how children had to wait a long time for assessment by outside agencies, and then for something to be put in place.

Currently there were no children on the child protection register, child in need, or early help. CPOMs was being used more frequently and efficiently. CS explained how it was possible to see the chronology for each child, making it much easier to see any patterns. All staff had undertaken prevent training.

Staffing – there was a new TA in squirrels class, who was very experienced and a brilliant appointment. Her role was to focus on early reading and phonics, enabling phonics groups to be split more specifically. This position was being funded by the catch up money.

Questions invited on the main improvement priorities. *How was the Opal project going?* CS stated that this was going well – the field had been opened up, and children had the choice of going out on it every day. In half term a group of parents had helped to sort the garden out. Next week the MTAs had training with Opal. *How many children chose to go on the field?* Currently about half. A questionnaire had been sent to parents asking for feedback. To begin with it had taken a lot of time for children to put on wellies etc, but they were now much quicker, and staff found that children were also eating their lunch quicker. Staff were able to go to Beaford on the 24<sup>th</sup> to see Opal in action there. The idea was to educate children on making good choices.

Global learning/British values – when talking to children on a governor visit they did know what they were. PW stated that on an earlier visit she had noticed lots of letter games happening in nursery – did this still take place? CS confirmed that it did.

*What did the school do if children had poor speech and language in pre-school?* CS stated that Speechlink had just been reinstated – once children were assessed and identified which sounds were an issue in particular intervention activities and games were identified. Speechlink also gave guidance on the development expectation of sounds.

*How was spelling going?* CS stated that she thought they would be working on the effects of lockdown for some time. Staff were working to improve spelling – it was timetabled for every day. *Did children do spelling tests?* No – these had stopped, there was a lot of research which showed that learning spellings for tests was not helpful in the long term. The school was working on developing spelling patterns, continuing Read Write Inc through from the early years.

Community links – there were volunteer readers coming in to the school. CS felt the need to get back to the phase of parents coming in to the school.

Park and Play – trees had been planted, and additional equipment was going in. There was a good group of parents forming as a working party for the Opal project. Mural was not quite finished – hopefully would be finished as soon as the weather improved.

Sports funding – some of this had been used for the Opal project. Staff had worked on risk assessments/discussion on how to improve play for children at lunchtimes. Staff wanted to buy a piece of climbing equipment – would get children involved in the choice.

Policy – uniform. *It needed to be considered whether items that had the school logo actually needed it – PE kit specified a navy tshirt with school logo – was the logo actually needed?* CS explained that the logo on PE tops was useful when children attended sports events outside of school. It was felt that the PE hoodie should be specified as optional. CS explained that the school had created PE kits for those that ‘forgot’ them repeatedly, which was quite often the Pupil Premium children which allowed them to fully take part in activities. There was the same with some forest school kit. Policy agreed.

Quality of education ‘all about space’ – children had been out to Exmoor on Monday, which was a very good event that the children enjoyed. It was a shame that it had not been dark for the younger children, but they had also had a dark skies event at Umberleigh. Y2 children still needed to be taken out in the dark to look at the stars. *Would they run the trip again next time the topic came up?* CS thought it would be better to do an event closer to home given how late it was when children got back. On Monday children were going to Brayford to take part in the planetarium visit in the school hall. Brumblebees had been on a trip to Rosemoor – there had not been any workshops planned which worked very well as staff were able to follow the interests of the children.

The London residential had gone very well, and a good balance as it was made up of the smaller schools within TEAM. Umberleigh children had been brilliant – they had made friends with children from the other schools, behaved very well, and enjoyed their time there. The team of

adults on the trip had also worked together very well. *Had all the children gone, or were some not able to due to financial reasons?* Two children from Umberleigh had not gone – this was not due to not being able to access it, they had just decided they did not want to go.

An updated handwriting policy had been added to the website. The school continued to use the writing rectangle, which focussed on why they were writing something/who they were writing it for. Children were getting in to the habit of using the writing rectangle.

Across TEAM staff continued to use the comparative judgement tool – work from year 3, year 4 and year 5 had been uploaded before half term. In the comparative judgement of year 6 writing the pupil CS felt was the strongest writer, although with poor handwriting had come out lowest. CS felt that it would be useful to do a comparative judgement with typed work to remove difficulties around reading it/the effect of presentation. *Had CS talked to Ian Thomas about this?* Not yet – but she would do so. The system was meant to eliminate discrepancies.

*Children saying they did not like the toilets/they felt unsafe – why was this?* CS felt it was possibly due to them sometimes being cold/could smell. *Were there still enough for the number of children in the school?* CS felt another infant toilet would be useful, but there was enough for the other children. Local governors discussed why children might not like the toilets and anything that could be done to make them feel better for the children. CS stated that it was definitely a feeling children had rather than a specific issue.

Safer internet day and mental health awareness week had been beneficial.

*Assessments – what was the issue in maths?* CS explained that children had done an old SATs test – when papers had been given back to the children they could do the questions that they had got wrong – there had been some silly mistakes. Scores were not far off expected standard. CS ran a SATs club – she had given children the paper back and children had been able to do the questions again and get them correct. More practise of specific question styles was needed. The expected standard for Y6 was that at the end of the year – it was not expected that all children would have reached the expected standard at this stage of the year. *Why did year six do an entire SATs paper if it was not expected that they would know everything at this stage?* CS explained that doing the tests this way was a good way to track improvement. CS stated that Year Three was the cohort that she felt had suffered the most due to lockdown – these children had been in Reception year then. It had been difficult to support this year at home. Staff were working on catch up with these children.

Phonics screening – prediction for this cohort was good. Times tables screening did not have good predictions. CS reminded local governors why she felt this was not a useful test for children to have to do.

Brumblebees – outside surface was in. Speechlink access was back. Staff had looked at NELI but decided it was not appropriate for what was needed.

**Local Governing Body: Governor visits and Governor training**

PW explained how they were trying to organise one governor visit a term to look at specific subjects. Now needed to focus on the next set and what the focus agreed. Local governors discussed what would be the most useful, and agreed maths would be useful given the lower results on the end of term tests. PW was registered to attend the attendance training for governors, and was also attending the TEAM training next week.

**School Uniform Policy**

Covered earlier in the meeting.

**Health and Safety updates**

*On the report there were items listed to be actioned by a certain date, which had now passed. Had these been done?* CS went through the sheet and explained which items had been actioned. *What happened if they were not actioned by a specific time?* The item went back on the sheet. Most items had been completed. The business manager did check to see what was being done. CS did worry that the premises team was sometimes spread a bit thin – there could be a lot of time spent travelling. It was sometimes frustrating if a job took a while to be completed.

**MAT Update**

Pilton Infants and Horwood and Newton Tracey schools had submitted the application to academise to the DfE. TEAM was growing but also growing the resources it had to support this.

**Review: What likely impact has this meeting had on childrens' outcomes?**

Local governors had discussed maths and questioned the results of recent tests in year six, and were learning more about the results. Recruitment of additional local governors to the board.

CS confirmed that she felt supported by the local governing board.

Local governors discussed how they felt about having separate local governing boards for Brayford and for Umberleigh. CS felt that it would be sensible, but that the Brayford head of school/governors would also need to be consulted.

**Any other matters brought forward by the chair.**

Date of next meeting – 1pm? Friday 19<sup>th</sup> May.

Local governors visit to school – 9.00am 27<sup>th</sup> March – maths.

DRAFT