

## Directors' Note for Portfolio Groups

Portfolio title: Brayford LGB

Date of meeting: Tuesday 14<sup>th</sup> March, 2.00pm, Brayford Academy

Attended by: Penny Wignall, Helen Cooke, Jenny Geen, Sara Leggot, Ben Swann (observer), Verity Goss (clerk)



### Brief overview of discussion

#### Welcome and apologies

PW welcomed all to the meeting. The board discussed the possibility of separate Brayford and Umberleigh LGB meetings in the future. Agreed it might be good to still meet together once a year if the groups did separate.

#### Declaration of business interests – housekeeping items

No interests declared.

#### Sign off previous minutes

Agreed as accurate record of the meeting with a correction on Page 4 – Exeter Museum should be Exeter Football Club.

#### Matters brought forward

None not elsewhere in the agenda.

#### Correspondence

None received.

#### Head of School's reports

*Includes: Pupil numbers, SEND, Attendance, Exclusions, Safeguarding, Staffing*

*School Improvement Plan and priorities, Community Links, Pupil Premium and sports funding initiative updates, policy updates*

*Quality of Education including Curriculum updates and out of school activities, Behaviour and attitudes, Personal development*

*Quality of Early Years*

*Arbor data*

All had received the report. SL stated that the main item she wished to bring up was data, which was very up and down. SL highlighted that

there was only one child in the year six cohort, who was working hard to prepare to take the SATs tests. Local governors were aware of the difficulties with small cohorts. Local governors requested that the data included the number of children in each cohort, as some other year groups also had low numbers. *How was this data gathered?* SL explained how Year Six sat an old SATs paper, and Year Two – Year Five did Curriculum Maestro tests. Curriculum Maestro tests were written for what children were expected to know at the end of the term, while Year Six was for the end of the year. *How was the score decided for what was expected standard?* SL explained that Curriculum Maestro was based on government expectations. The tests were also used for tracking a child's progress. *Did staff have to plan to cover the items in the Curriculum Maestro tests at specific points in the term?* Yes – teachers were aware what the curriculum expected to be covered in each term and planned accordingly.

*What was Early Help?* SL explained that this was the first stage of intervention for things happening outside the classroom, including pastoral work. This was for any age of child. It did not mean there was a diagnosis of needs, but that children needed some extra support in a specific area.

Current pupil numbers – Y6: 1 child, Y5: 4 children, Y4: 7 children, Y3: 3 children, Y2: 6 children, Y1: 6 children, Reception: 2 children, 8 brumblebees. SL reported that opening five days a week had improved the uptake in brumblebees.

SL explained how the Y3 cohort was split from the rest of the class for maths lessons – this was a very focussed group enabling children to move forward making progress. Low Y3 attainment – SL explained how this was being addressed through intervention in class, and how staff were supporting the children.

SL explained how the library was being revamped to help with improving reading – staff were listening to what the children wanted from the space, and it was also being used for book buddies and library time. *Were there adults coming in to listen to children read?* SL stated there were some volunteers, but she would also like to get parents coming in to listen to their children as well. SL explained how accelerated reader was used in KS2 – although children needed to read books from accelerated reader and complete the quizzes, staff did not want to stop children reading other books – they encouraged reading for pleasure and encouraging a love of reading. *Did books get taken home to share what children had chosen?* SL stated she wanted to work towards this happening more, with children having an allocated slot where they got to choose a book to take home.

SPAG – SL explained that in KS1 this was part of the Read Write Inc program. Y3s would also have some time for SPAG/writing work linked to

Read Write Inc so it was consistent with what they had previously followed. The writing rectangle and flow chart were used for writing.

EYFS – since the last meeting there had been a change in EYFS. Brumblebees was now open five days a week, and children were wearing uniform to feel more like part of the school and that they belonged.

*Why were Y5 results so good compared to the rest?* SL explained that this was a cohort of children who particularly wanted to do well and worked hard to achieve it.

*Which subject was SL most concerned about?* Maths and SPAG – these areas were being targeted as discussed earlier in the meeting.

*How many brumblebees were starting Reception in September?* Three were starting Reception in September. Parents felt that Brumblebees was good for their children. As Brumblebees developed the number coming in to Reception should increase.

Staffing – the EHCP support TA was now in place supporting the child and the rest of their class, also lunch cover.

Attendance – currently this was fairly good. Ian Thomas had asked heads of school to keep an eye on attendance and include items in the newsletter so parents were aware of how much time missed from school each percentage was. There had not been any attendance letters sent home yet – there would be some that would need letters. Attendance was looked at on a case by case basis – this was easier in a small school. A governor queried the picture that children should always be in school, but it was acceptable for a teacher to be out of school while striking. Staff had been good at Brayford at covering the striking teacher. SL stated there were a lot of factors involved in a teacher's decision to strike.

*What was being done about Pupil Premium and SEND attendance which was lower than the whole school attendance?* SL explained the school was building relationships with the families to help them understand why it was important children were in school more often. In context the attendance was not bad compare to national data, but was lower compared to the whole school attendance.

No exclusions. No children on child protection or child in need. Three children on Early Help – all in juniors.

Staffing – SL updated local governors on recent staff appointments – TA, MTA, cook and cleaner. There were now more people on the supply

list, which was something Brayford had previously struggled with. *Was the budget still okay for staffing after the pay rises?* SL stated she did go through costings with the central team. If covering a class HLTA was used as much as possible, but this was balanced with taking her out of her normal class. SL explained how requested for additional staffing went to the personnel and finance committees at trustee level for approval. PW stated that budgets within TEAM were relatively good compared to other schools – some of this was historical.

School improvement – the school was still seeing the effects of Covid, as children were affected by what they had missed during lockdowns. As it was a small team of staff it was easy for them to have conversations, and changes could be implemented quickly.

Jigsaw was use across the school for PHSE – all classes used this, but were able to adapt as needed. PHSE had a high profile, particularly in KS2, with high expectations of behaviour and being respectful. Children were really enjoying the housepoints system – although they still had individual stickers they were also working as a team. Brumblebees also wanted to join in the housepoints system.

The school continued its link with supporting a child in Cambodia, and also had a link with a school in Mangalore – the class had video calls with the children there. Staff from both schools met virtually to plan what to do next. SL was also trying to develop a link with a school in Japan – children had embraced learning about Japan when SL had attended the Tokyo marathon – learning about the culture and how it compared to the UK. *What was the link with the child in Cambodia?* SL explained that the school raised a certain amount of money each year to support the child with her education and ensure she had everything needed – children in Brayford then learnt about the bigger picture of education in the world.

Safeguarding – staff training was all up to date. Regular safeguarding information e-mails went out each week, and there was updates at the beginning of each term so it was fresh in everyone's mind. *Do staff share with others if they have a concern?* All concerns were recorded and seen by SL and Ian Thomas. The system also let staff alert another member of staff when appropriate – eg the teacher of a sibling. If it was necessary then staff would be alerted.

Community links – the school had had a visit from the hospice therapy dog. Before Covid children had been taken to the hospice to deliver gifts, which gave them an understanding of the work the hospice did. A similar event was planned for the future. The school had also had a visit from a local author. There was specialist PE provision twice a week – the school had also had new PE sheds built and new equipment. *Was the school doing the Opal project?* SL stated there was a meeting booked for Thursday to start the process. Opal was a way of running playtimes encouraging children to use the items available to build structures and play using their imaginations. The idea was that children did

their own risk assessments, and learnt how to be safe. Some children did need support in how to play.

Quality of education – as well as outside sporting provision, the school had specialist music support and a specialist French teacher. Since the last meeting there was an improvement in children in Read Write Inc.

Behaviour and attitudes – children had had a conversation this week about little things that can be easily forgotten such as saying please and thank you. They had also talked about British values and how they presented themselves in school. *Why did SL think was the reason for this slipping?* SL was not sure, but felt there was still some effect of Covid when children's worlds had just been home. There were still elements of socialising and emotional state that some children needed to work on. SL explained how the school was raising the profile of good mental health. When things happened in school, it was unpicked why so that it didn't happen again. Staff ensured they praised children when they did things right.

Leadership and management – whole staff meetings had started, where all staff were invited. This was an opportunity for all staff to discuss things. Staff had really appreciated this opportunity, and had asked there was another. SL felt that staffing was currently in a good place.

Early years – there was good progress made here, the classroom was looking good and there was good communication amongst staff.

Health and safety report – governor raised there had not been enough salt for all of the icy weather – more had been requested. SL had reported to highways that the road to Brayford had not been gritted. Small issues had been dealt with. Local governors discussed the path from the park to the school grounds – it was felt a more obvious boundary would be beneficial, with a sign on the gate. A buzzer through to the classroom was being fitted – currently doorbell could not be heard in classroom which caused an issue if parents needed to pick up early. *Was SL happy with the service the school was getting from the maintenance team?* Yes – currently it was the premises assistant that mostly dealt with Brayford.

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

PW had attended TEAM training sessions. Local governors all had Bluesky, but felt they received too many updates. VG to investigate with Michelle Sampson if it was possible to turn off alerts for courses that were not relevant.

There had been a very good visit to Brayford – report distributed.

Focus for next visit discussed – agreed maths. Date set Thursday 30<sup>th</sup> March 9.00am.

Local governors agreed it would be sensible to work towards splitting to separate LGBs for Brayford and Usherburgh.

### **School Uniform Policy**

PTA had second had uniform available – school needed to make sure that new parents were aware of this, and that it was not just the branded items. PTA were making sure that they were at school events when possible.

Policy did not include mention of pinafore dress which was worn by a number of children. *Did the PE tshirt need to have a logo or could it be plain?* SL stated that these were cheap to buy - £3.20. *Was there a problem of children not having PE kit?* SL stated that this was not generally a problem – children brought their PE kit in on a Monday for the whole week. The school did have some spare items in case children did not have a kit available. Policy agreed.

### **Health and Safety updates**

Discussed earlier in the meeting.

### **MAT Update**

Horwood and Newton Tracey were in the process of applying to join TEAM. Swimbridge would be a management partnership first – Swimbridge had received the approval to build a new school. *Was this hitting the target for the size of the trust?* PW stated it was not clear what the government target was – what was clear to TEAM was the importance of having a similar ethos within the trust, with schools still having their individual identities. All had the same feeling that the children came first.

Dan Polak had taken on the role of director of education across the trust on a temporary basis, pending the academisation of the other schools.

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

Local governors had discussed the safety of the site. Local governors were aware of progress made and what was being put in place to support children in specific areas.

Did SL feel supported as a result of this meeting? Yes – staff did not feel worried about governor visits as they knew they were to support the school.

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

None.

**Date of next meeting: Thursday 18th May, 1.30pm.**

DRAFT