



MINUTES

FULL GOVERNING BODY MEETING Tuesday 19th September 2023 at 5.30pm

Present: John Mortimer (Acting HT), Brian Holme (Chair), Kate Nolan (Vice-Chair), Lindsay Tranter-Sharpe.

School Vision: Treating everyone as valued learners and working in partnership with others to ensure success for all

	ITEM
Procedural items	
1	<p>Welcome and apologies for absence Apologies received and accepted from JHH. James Crighton had resigned from the board.</p>
2	<p>Declarations of pecuniary/non-pecuniary interest and confidentiality None declared.</p>
3	<p>Agree minutes of meeting on 18th July and actions arising Minutes agreed as an accurate record of the meeting.</p>
Governing Body Management	
4	<p>Beginning of year housekeeping items</p> <p><u>Chair and vice chair</u> – had agreed in July meeting to extend current term of Chair and Vice Chair until 1st November.</p> <p><u>Check that everyone has read and agrees to Governors' Code of Conduct 23 – 24 – agreed.</u> <u>Keeping Children Safe in Education</u> – governors were reminded of the need to read the safeguarding documentation.</p> <p><u>Check everyone has updated their registered interest entries</u> – governors updated their registered interest forms.</p> <p><u>Agree Terms of Reference and Roles 2022-2023. Agree Appeals Committee Terms of Reference and decide on any other Committees eg Pay</u> Agreed same as previous year.</p> <p><u>Succession planning and new governor recruitment: update on vacancies</u></p>

No current parent governor – agreed recruitment drive needed. KN would write a piece for the newsletter about her time on the governing board. There were a few potential governors that had been spoken to. Terms of reference for Local Governing Body – no less than five members, two parents.

Meeting planning: agree if meetings will be open, reminder of confidential business (Part 2) protocol, review procedures for apologies and sanctioning of absences, reminder that governors' attendance appears on school website

Agreed that meetings will be open to observers on request. Confidential items should be flagged up before they begin and external attendees must be asked to leave for this part of the meeting. Part 2 minutes have to be recorded separately and kept securely once agreed.

Any governor training requirements

BH attending training the next day with Neil Swaite.

Strategic issues

5

Return to school – HT Update

All had received the HT report.

Pupil numbers – currently 180, at capacity. Two Y1 children likely to leave this year – there were four on the waiting list that would hopefully replace these.

Pupil Premium – school was waiting on a confirmation of the Pupil Premium numbers in reception.

Attendance – JM reported on the previous year's attendance. 93.47% - slight increase from the year before. The school would continue working on this. *How much was due to sickness, and how much to other absences?* JM stated there were some unauthorised absences. Governors agreed that for future reports it would be useful to have authorised/unauthorised percentages noted. JM stated that persistent absence levels were slightly high. Things were changing slightly around attendance – the school had not previously followed the fining route, but would do so this year if needed. *Would it be beneficial for governors to see attendance split in to year groups?* JM stated that this may be useful – the previous year there had been one particular year group with the most absences.

Safeguarding – fairly low numbers currently with safeguarding concerns. SCR dip had taken place and was compliant.

New staff – the new staff were doing well and had settled in nicely.

Staff sickness – DCC was sending out automatic e-mails when staff hit absence triggers. *Was the school managing any staff absences yet?* Not yet – but it was expected. There was a link to when classes had incidents of illness – if there was a bug going round the class then it was likely the staff in that class would also catch it.

RAAC initial survey – inspector on visual check had stated everything seemed okay – there were a couple of areas that could be checked further over the boiler room, but the inspector was checking with his supervisor as that would involve drilling.

Work over the summer – the hall had been painted, room split for interventions, outside of building had been pressure washed and painted as required. Trees had been removed where needed. *Will more be planted?* Yes – a number of trees had been planted over the past few years, and this would be continued.

Quality of education – there had been a visit from Tina Jackson, and TEAM reviews were coming up. *What had been picked up?* There were a couple of things for SEND – having more detail on the plan, and making a bit clearer. It had also been recommended to write plans at the end of the summer term, rather than at the beginning of the autumn term so that a plan was in place when starting in September. She had been happy with the work that had been done on attendance. EYFS data – she had looked at children not getting GLD. Staff were writing the curriculum to match the phonics scheme. History – she had been pleased this was a lot clearer, and more focussed on what children were learning. There were some suggestions of small improvements to complete the process.

Was it difficult for staff to have visits from both Tina and Neil Swait? Were there mixed messages? JM explained that Tina was required to visit as a DCC maintained school. There were three visits planned this term, so JM planned to not have the deep dives this term – subject leaders were given time for monitoring and action plans.

Data – Y2 data had improved well from last year. Reading was slightly above the national average, writing 6% above national average, maths was slightly below the national average but an improvement from the previous year. Y2 team were doing a good job. Phonics screening results were at national average.

JM explained how the data was obtained – phonics screening was a national test. Y2 data was a teacher assessment informed by SATs. There was also external and internal moderation for schools. JM stated that the school assessed children at the end of each term to track progress. The school planned to use the White Rose maths assessments to help monitor maths progress.

Staff had analysed the results from children who did not get GLD in Reception – word reading was a weaker area but had improved from the previous year, showing the impact of Little Wandle phonics.

Governors were aware they needed to have knowledge of what the school's strengths and weaknesses were. They felt a one page reminder would be useful.

Academically reading and writing were strengths of the school. Communication with parents was very good, and the school had good staff retention. The wider curriculum was broad and balanced.

Governors felt when asked about the impact TEAM had had, they had known about support for JM but found difficult to expand on this. JM reminded governors of other ways TEAM had worked with Pilton Infants', including curriculum groups.

Governors discussed how to monitor outcomes from reviews and resulting actions.

	<p>EYFS – 45% had not achieved GLD. JM shared data showing how many children had missed this by how many areas, and explained staff were focussing on the children than needed more support.</p> <p><i>Was behaviour having an impact on children?</i> JM stated staff were seeing an impact – current Year 1 were known to staff and had strategies in place. Staff were getting to know the Reception children and putting things in place. There were some children in Year 2 showing escalated behaviours where support plans needed to change. Year 2 was the year group struggling to settle back in to school the most. Year 1 had made a good transition from Reception, and the current Reception cohort was settling in well. JM explained that staff had made the start of Year 1 very similar to the end of Reception for children which had helped support those children. Environment was good with the new classrooms. There was also a larger percentage of EAL in this cohort, but children who had been in school since Reception were making very good progress.</p> <p>Nursery plus transition program – there was additional funding for three children. Staff were currently working on what would be the best use of this.</p> <p>Vision – suggestions had been included. Governors discussed.</p> <p>Governors thanked JM for his report.</p>
6	<p>TEAM MAT - Update <u>Signing of Commercial Transfer Agreement</u> <u>Extension to Service Level Agreement to cover to 1st November</u> Documents signed.</p>
7	<p>SEND and Safeguarding Update Update included in HT report.</p>
8	<p>Budget and Finance – update on latest position Early in term. LTS stated that the surplus in funding had been allocated – expected £10,000-£15,000 surplus. Governors discussed possible uses for this.</p>
Issues to decide	
9	<p>School Improvement Plan Governors had received the self evaluation form and development plan.</p> <p>JM explained the different areas of the self evaluation form. JM stated that numbers of Pupil Premium and SEND were expected to go up. There was lots of information that linked to the school development plan.</p> <p><i>What had been learnt from last year that impacted on this year?</i> JM stated that a lot of the plan last year had been around managing the build and supporting new staff. There was still some teacher movement but the buildings were in place. There was a lot to work on with a focus on high quality teaching and learning. The schools was always trying to improve the pupil premium offer to make it equitable for children.</p>

	<p>Quality of education – staff looked at development needs and how this will affect children through the year. TAs had a massive impact. There were three 1:1 TAs in the school – although the children had funded EHCPs, the school still had to make a contribution. Speech and language – there was staff time scheduled to work on this. This would support children waiting on assessments and EAL children. <i>Had this happened due to any particular issues?</i> JM confirmed there was a need for speech and language support, and outside services had long waiting lists. The school was being proactive in supporting children.</p> <p>JM explained the thresholds for EHCPs. Pastoral support in place for this year should benefit the children that did not meet the threshold.</p> <p>Governors needed to be aware of SDP areas for development and be able to monitor.</p>
10	<p>Policies</p> <ul style="list-style-type: none"> a. Behaviour – new relational policy which had been worked on by TEAM and Pilton Infants’ SENDCOs. Each school adapted to their own school code. It was a different approach for staff – some staff had stated they were struggling with it. More training had been arranged for the staff meeting. <i>Was it appropriate to adopt the policy at this stage or did it need to wait for the staff to be fully trained?</i> JM confirmed it was suitable to adopt now. Governors agreed the policy. b. Admissions arrangement – for public consultation – agreed. c. Early Careers Teachers – new model with minimal changes – agreed. d. Exclusions – as last year. Agreed. e. Health and Safety – as last year. Agreed. f. Online Safety – As last year. Agreed. g. Relationships and Sex Education – as last year. Agreed. h. Safeguarding and Child Protection– new model. JM explained the new filtering and monitoring requirements, and that he received reports of any breeches.
11	<p>Chair of Governors' Business</p> <p>BH had intended that his last meeting would be 14th November, but would stay on if there were not enough other governors.</p> <p>BH explained the appointment process and timing for head of school appointment.</p> <p>LTS and JM had identified inconsistencies in some TA pay when claiming higher rate for covering a teacher. Governors discussed the need to be fair to all – LTS would discuss with HR.</p>
12	<p>Date of next meeting: Tuesday 14th November 5.30pm</p>