



## Pilton Infants' School Full Governing Body Meeting

### Minutes

**Date/Time:** Tuesday 18<sup>th</sup> July, 5.30pm

**Location:** School Hall

Governor Attendees	Initials	Governor Category
Brian Holme	BH	Foundation - Chair
Jess Haynes' Holme	JHH	Co-Opted
John Mortimer	JM	Acting HT
Kate Nolan	KN (Vice-Chair)	Parent
Lindsay Tranter-Sharpe	LTS	Foundation
James Crighton	JC	Parent

Other Attendees	Initials	Capacity
Verity Goss	VG	Clerk
Ebon Daunton (until 6.50pm)	ED	EYFS Lead
Nicky Ruddick (until 6.50pm)	NR	English Lead
Stacey Pye (until 6.50pm)	SP	SENDSCO

Apologies	Initials	Governor Category	Absent w/o apology

Procedural Items		
1	<p><b>Welcome and apologies for absence</b> BH welcomed all to the meeting, and thanked the subject leads for attending the meeting. It was very useful for governors to have this knowledge.</p>	
2	<p><b>Declarations of pecuniary/non-pecuniary interest and confidentiality</b> None declared.</p>	
3	<p><b>Progress of action plans – subject leads</b></p>	

## NR – English

At the last meeting NR had attended it had been the beginning of the year, and the Little Wandle phonics scheme had been started. The scheme was now firmly embedded, and very good. There had been a lot of monitoring by SLT, who were working hard to ensure it was consistent across the school. There had been staff meetings where staff got together to identify any issues that they were finding. The challenge currently was the 'keep up' activity, which was meant to happen every afternoon. This was not always happening, partly due to the children currently in the school and the level of need. This was a point for improvement, but did vary.

There had been two different ways of using Little Wandle within the school – some had the whole class do the whole activity, with children who were finding it difficult having a keep up session, where other classes separated out children who found it too difficult. The first way of working had been more successful, and this was now used in all classes.

81% of children had passed the phonics screening – this was a slight dip on last year, but NR felt this was reflective of the children in the cohort. Good progress had been made.

61% of children in Y2 had reached the expected standard in reading. NR felt that the time spent in the split hall as classrooms had had an effect – the children had done very well considering the difficulties.

NR shared the progress made by children who had not been on track at the start of Y2. To start with they had all done Little Wandle, but this had not been the best fit for all children – some had done better moving away from a phonics based scheme. NR explained that staff would review what they did in Y2 – it was important to ensure children were supported in the way that was best for them. Governors felt it would be useful to compare with how other schools supported children not on track at the beginning of Y2 – whether they continued with phonics or found a different way.

Catch up funding had been used to help with reading which had helped to maintain progress. NR clarified that catch up funding had not been used for Little Wandle.

NR shared reading results across the years – good progress had been made by the children. Governors discussed barriers faced by this Y2 cohort. *Did learning in an old or new classroom make a difference?* No – the older classrooms were of good quality and suitable. *There had been a lot in the news about Y6 SATs papers being difficult this year – was there a similar issue with Y2 papers?* No – the difficulty had been okay, but they were not very child friendly – this was a common issue. This year's reading paper seemed to be a bit shorter than previous years.

NR shared how progress was affected by attendance.

*What would NR spend money on in an ideal world?* NR stated that the impact of SEND children could be detrimental to the other children in time taken away from the rest of the class. Funding given for SEND needs was not sufficient to staff a class in the way that was best for all children. Where additional funding was secured through and EHCP to provide support for a child it could transform their school life and that of the rest of the class.

NR explained that there could be difficulties when a child joined the school already with an EHCP, as Pilton Infants would not have had any input, which sometimes meant that the package given was not correct for the needs of the child in school.

*How did other schools in TEAM approach ensuring SEND children were supported in the classroom?* JM stated that Witheridge also had a challenging cohort, and their set up was similar in how they used TAs. There were similar issues with safeguarding. Witheridge had just introduced the Opal project to help with behaviour at playtimes which was having a positive impact – JM was going to look into this.

#### ED – EYFS

ED stated that on the whole the year had been positive. There had been some tricky children to start with, and some new staff to Reception who had found things difficult initially – ED explained that it was very different to working in other year groups. Things had been put in place, and staff had been brilliant.

The implementation of Little Wandle had been successful. Assessments had highlighted areas to target. Reading happened three times a week, with ebooks going home each Friday, and sharing books used in the summer term. ED felt that next year the sharing books would move to Christmas – they had been beneficial in helping children practise their blending skills. Parent workshops had been booked in. The target next year was to monitor ebook take up and follow up with parents who were not using them. Next year the school was getting some stretch and challenge books to trial in year one – if this went well then this would be rolled out across all year groups. There had been a comparatively good take up for parent workshops in Reception this year – these would be taking place again.

There had been a focus on reading and phonics this year – there also needed to be a focus on writing. Children who didn't get the expected standard in writing had been closer to getting it than they had been the previous year – as they moved to year one the progress would be better. There had been additional reading for children in the lower attaining groups. There had been a number of borderline children – ED felt they would do very well in year one.

Overall it had been a year of success – it had been a challenge to begin with, but staff had adapted and done well.

Boys writing also needed some focus – ED explained what was being put in

place. ED explained what staff did to engage boys, including writing on different surfaces, use of whiteboards, clipboards – children enjoyed the variety.

Ensuring staff new to EYFS were upskilled – Courtney had completed the early years course. CPD staff had attended had included attachment based mentoring, early years updates and CLR lessons. Teaching assistants had worked well together to upskill.

Next year's cohort was full – it was a fairly even boy/girl split. There were some complex needs starting in September. ED explained the school had a good relationship with Pathfields – staff were able to access some advise there. Y1 children from Pathfields came over every week to take part in continuous provision. Once children were on roll it was hoped that the school could have more impact on the package of support given in the EHCP.

#### JHH – Maths

JHH stated that this year she had been supporting staff in school and across TEAM, and described the experience she had taken from the training she had been on. JHH had focussed on working with Y1 staff this year, and would be working with Reception children next year. She had also worked with the TEAM maths lead. They had looked at maths within the TEAM network and how Pilton Infants fitted within that. JHH was working with collaborative research which would be a multi year project to implement it.

Y2 data had improved from last year – 68% reaching the expected standard. There had been some children join the school at the last minute who had not previously been to the school – without these children the number reaching expected standard would have been 72%. JHH was pleased with how maths was being taught in the school, and noted the progression made by teachers and staff.

There was ongoing CPD, and it was ensured that new staff were trained. JHH explained how CPD was also important for TAs, so that they knew how to support children. Next year's Reception cohort was going to be part of a research project. JHH explained how learning was not just in class, and there was also an impact of talking about maths.

Next year there would be a focus on parental engagement, executive functioning work, and children understanding why they would choose particular methods for calculations.

*What would JHH spend money on in an ideal world?* JHH stated that maths was difficult for a lot of children, and could be disrupted by children who were not up to the level of the class – additional adults to support these children individually or in smaller groups would be helpful.

*General question – six weeks was a long time for children to not be at school – was anything sent home to say what they should be doing?* JM stated that

staff tried to push reading – it was very important for this to be maintained. The danger of asking children and parents to work on something in maths was that it might be learnt/revised incorrectly. The list of national trust activities was sent out – there was learning within this. JM explained that if parents were asked to do something specific there was a danger of gaps increasing as some parents would complete the activity and some wouldn't.

#### SP – SEND

Although the number of children on the SEND register had not changed too much, the level of need had got much higher, which was more challenging. Communication and interaction needs were still the highest, which impacted on children's behaviour. There were more EHCPs – currently five, and one waiting assessment. One had been declined. This would stay the same for next year.

Target of all leaders being leaders of SEND – during deep dives there was a question for subject leaders to put in their ambitions for SEND. SP would have liked to have been involved in more of the deep dives, and it was planned that this would happen next year. Questions could be seen in the reports.

Relational policy – this had been developed with the TEAM SENDCO. SP explained the benefits of the policy and the approach. Staff were still keen on having some kind of escalation policy so they knew what they should do. SP explained the response to misbehaviour, and looking at positives/gentle reminders. SP explained how this would be used in class, and what would happen if behaviour was repeated. SP explained how the additional pastoral support would be used in small groups and one to one work.

The behavioural policy included making reasonable adjustments for children with SEND. JM reported on diversity and inclusion training, and explained the difference between equality and equity, and how this applied to behaviour.

*How did behaviour link to parental involvement?* JM explained that next year part of the pastoral role would be to have drop in sessions for parents. JM stated that it had made a difference to have JM and SP available at gate drop off – this was a less formal way for parents to help understand what was going on with their children. Staff tried to understand the reasons behind behaviour difficulties – sometimes it could be a cry for attention if children were not getting this at home. SP showed the thermometer which would be in the classroom – this was not something that children were moved up or down, but teachers referred to as children's emotional state. It was also important to identify when children were in the calm zone, and it was good for children to be able to explain this.

Governors and staff discussed how local authority support was insufficient. Schools had taken on a lot of work during the pandemic, and had not been able to get rid of it again.

Staff were thanked for attending the meeting. SP, ED, NR left 6.50pm.

4	<p><b>Agree minutes of meeting of 06/06/23</b> Minutes agreed as an accurate record of the meeting.</p>	
<b>Strategic Items</b>		
5	<p><b>Budget – monitoring</b> Budget updates had been received. JM explained how staff pay rises had been included. Support staff pay rises would be reviewed in October, and could be backdated to April. The school had been advised to include 3% in the budget for all staff.</p> <p><i>What would happen in September once Sue had retired?</i> JM and LTS explained that there were hours left with the financial adviser which would be used, and there would be support from TEAM to cover the period before academisation.</p> <p>Current estimation was that final surplus was £30,000. JM distributed sheet showing items prioritised by SLT to use the surplus. New fob system to replace the current system, screen and projector for the hall, some smaller items of furniture. Not all the surplus would be used – JM explained a reserve was needed in case unexpected items came up, such as overtime for TAs, or staffing requirements that were not apparent until September. Some items required were capital items.</p> <p>Meeting in September – to include discussing staffing and whether additional spend on staffing was needed in the next 12 months.</p> <p>JM explained the role of pastoral lead and how it would impact the children.</p>	
6	<p><b>HT Report - Including progress against school development plan, changes to staffing, health and safety issues</b></p> <p>Report had been received – JM stated that some information had been covered by the subject leads.</p> <p>JM was pleased with the attendance. <i>Did attendance generally improve in the summer term?</i> JM stated that there was less minor illness, but were more people taking holidays.</p> <p>There had been four suspensions this half term.</p> <p>Data – JM stated that teachers worked very hard, and sometimes attainment could feel disappointing. Governors felt that progress data was more important, and progress was good. <i>If a child reached the expected standard but then dipped, how quickly was this picked up?</i> JM explained that assessments took place fairly frequently – a sharp dip would be easily noticeable in class, but a slower one would be harder to pick up, especially if the child had only just been within the standard. There would be more in</p>	

	<p>depth data at the next governor meeting.</p> <p>Data was submitted to county – there was record of data going back ten years. Two years prior to Covid there had been two very strong cohorts – levels of expected standard had increased to the level before these two cohorts, showing that levels were recovering after Covid.</p> <p>Personal development – JM stated that the number of clubs available to children had increased, and participation was good. Percentage of PP/SEN children attending the clubs was good. There was a target of 60% attending clubs – the school was working towards this next year.</p> <p>Governors were pleased that trips had been happening again this year. JM stated staff were going to map out which class had a trip out, or a visitor coming in each term.</p>	
7	<p><b>SLT Priority List – financial surplus</b> Included in budget monitoring.</p>	
8	<p><b>Update on TEAM</b></p> <ul style="list-style-type: none"> <li>- <b>End of consultation period</b></li> <li>- <b>Agreement to continue with academisation process</b></li> </ul> <p>BH explained that at this meeting governors would need to formally agree to move forward with academisation. The staff TUPE consultation had completed with no issues arising. Conversion date was still hoped for 1<sup>st</sup> November.</p> <p>Governors discussed questions that had come up during the time of working with TEAM. BH reminded governors of the history of working with TEAM. BH thought that TEAM was understanding that there were skills within the staff at Pilton Infants that could benefit others in TEAM, as well as staff from TEAM bringing benefit to Pilton Infants. TEAM was keen that someone who was part of Pilton Infants Governors would consider joining the board of trustees.</p> <p>Governance for the next couple of months – governors agreed to move the re-election of chair/vice chair until the November academisation date.</p> <p>Governors unanimously voted to proceed with academisation. JM would ensure staff were updated.</p>	
<b>Monitoring and Accountability / Issues to Decide</b>		
9	<p><b>Safeguarding Update</b> In HT report.</p>	
10	<p><b>GDPR Update</b> JHH reported that laptops had been encrypted and were being tagged. No</p>	

	other issues to report. No GDPR breaches.	
11	<p><b>Policies to agree</b></p> <p>Managing Sickness Absence – LLT to ask Sue for details of any employee assistance program. Policy agreed.</p>	
<b>Governing Body Management</b>		
12	<p><b>Governor Visits/Monitoring and Training</b></p> <p>Had struggled with governor visits this year. JM would come up with program of visits and arrange dates for next year.</p> <p>KN had completed SEND visit.</p>	
13	<p><b>Governing Body review of this year and plan for next year</b></p> <ul style="list-style-type: none"> <li>- how has FGB operated this year and what the focuses for 2023-24 should be</li> <li>- how should FGB get feedback from staff/pupils e.g. visits/surveys</li> <li>- agree election process for Chair and Vice-Chair</li> </ul> <p>Chair/vice-chair agreed earlier in meeting to delay until after academisation.</p> <p>Staff and parent surveys had gone out – this was the same time as the TEAM staff and parent surveys so the results could be compared. There was going to be a day in September to look at trends.</p> <p><i>In terms of moving forward, what would JM want to see improved/changed? How do governors see evidence of progression of the school improvement plan?</i> JM reminded governors that they were able to see evidence in deep dives and by talking to children. There was also evidence in external reports. Governors agreed that the amount of data in heads reports were very clear. As there were four main subject leads it would be useful for each governor to be assigned to a subject lead.</p>	
14	<p><b>Chair of Governors' Business</b></p> <p>Governors expressed their thanks for Sue Featherstone and wished her a happy retirement. Governors were invited to the celebration assembly.</p>	
15	<p><b>Date of next meeting: Tuesday 19<sup>th</sup> September</b></p> <p>Meeting ended 8.01pm</p>	