



**MINUTES OF THE GRANGE INFANT SCHOOL MEETING OF THE FULL GOVERNING BODY  
HELD AT THE SCHOOL ON TUESDAY 14TH FEBRUARY 2017 AT 5PM**

**Present:** J Heath (JH) Co-opted Governor (Chair)  
 C Green (CG) Staff Governor  
 E Yeats (EY) Parent Governor  
 S Duffy (HT) Headteacher  
 J Shearsmith (JS) Co-opted Governor  
 T Woodcock (TW) Local Authority Governor

**In Attendance:** S Myers (SM) Associate Member  
 J Dunn (clerk) Local Authority Clerk

**Apologies:** C Matthews (CM) Co-opted Governor  
 S James (SJ) Parent Governor

**Quorum:** present (4 required)

Agenda Number		Action Points
1.	<p><b>Welcome and Apologies for Absence:</b>                      The chair opened the meeting at 5pm and welcomed everyone.</p> <p>The chair confirmed that apologies had been received and accepted from C Matthews and S James and a quorum was declared.</p>	
2.	<p><b>Declarations of Pecuniary Interests:</b>                      No additional declarations were made.</p>	
3.	<p><b>Agree Any Other Urgent Business:</b>                      No items were requested.</p>	
4.	<p><b>Early Years Foundation Stage (EYFS) Presentation and Book Review Focussed on the EYFS Disadvantaged Gap and the Local Authority Free School Meals (FSM) Project:</b>                      CG explained that as the early years' leader she would be explaining the priorities for this academic year, what they are doing and provide data to support progress data. A sample of books has been made available for governors to look for evidence during the session.</p> <p>CG explained that there is a significant gap in writing and number for FSM children against the whole cohort and there is a need to diminish the difference. It is however important to recognise that in every other area, the FSM children do as well or better than other children. There are a number of factors that led to there being a gap in the previous year's data such as the progress meetings previously being too late in the term to address some of the issues. These are being learnt from and from September 2016 the timings have been changed and there has been a particular focus on writing and number from the beginning of term.</p>	

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CG said that baseline data shows a gap is already present when the children join the school:

- Writing 12.7 versus FSM 7.1
- Number 30.2 versus FSM 14.3

How to diminish the difference is part of team discussions and children now have maths and literacy on a daily basis, with records evidencing every time an adult works with a child on an individual basis (at least once per day). FSM children are given additional support such as “Time to Talk”, hand gym etc. Handwriting has been a huge barrier for many children and interventions are in place to build up strength and endurance. Cursive writing has proven to be a barrier and holding back some lower ability children, so has been removed. All staff know who these children are.

CG explained that the latest data has been entered this week and she will be looking in detail at individual children. The current data shows there is still a gap in writing and number so the team will be focussing in on individual children

**Governor questions to CG:**

**Are some of these FSM children, also special educational needs (SEN)?** Yes. This is the same across the classes so we will be looking in detail at how we are evidencing progress for these children.

CG explained that she is involved in the “Destined for Disadvantaged” project. This looks at how best to support FSM, English as an additional language (EAL) and SEN children in school. It involves CG sending in half termly data for analysis and questioning. This has proven very useful and given a set of expert external eyes on the data.

**Is the gap as big in reading and writing, as this is a key area?** I need to work out the writing data. We have just done some moderation with six other schools and our children are much further on than most schools represented. Our “on track” children are what some schools would consider to be exceeding. We will be ensuring that we continue to moderate across classes and with other schools. I will be looking at books tomorrow. The HT said that sometimes looking together as a group at the descriptors, core groups and what support they can give, is very powerful.

**How many FSM children are on track?** I only have the percentages at the moment and need to look at numbers.

**How many of the children come into EY from the Gateway pre-school?** A large majority

**Is there anything we can do to support them and get them a flying start at Grange Infant School?** I am working with them on the project. We do Read, Write Inc. and cursive writing and they are aware of doing things the right way and not sending children up assessed as 40-60 months, as this is not a true reflection.



**Can we use your knowledge and experience to work with them?**

Yes and we do and they are pretty good. I have more concerns with some other pre-schools. On my last visit we went through the data and the difference was huge, so we looked at individual children.

**Are they receptive?** Yes.

**Is there an agreed definition of “school ready”?** Not really. We say to parents on our home visits that the children need to be toilet trained, be able to put on their coats etc., but it more around key self-help skills. Nursery schools are very worried about teaching sounds etc., as schools differ in their approach and it could end up confusing the children.

The HT said that they need to be mindful that only fourteen children are FSM, so each child is worth around 7% in the data. Diminishing the gap could be about moving just two children on and SEN children will take longer to get there. It is about looking at individual children.

**Ofsted place a lot of emphasis on SEN children, so do they need individual plans to work towards their own capability?** The HT said that they need to make sure they have identified these children and that they are making progress. For example, there were seven SEN children last year in maths who got to age related expectations (ARE). Teachers recognise the difficulties that some of the children have but personalise the curriculum and evidence the progress that the children are making.

**Are there any other characteristics relating to those fourteen children, such as being summer babies?** Yes, some are summer born, FSM, have deprivations at home etc.

CG summarised that they need to move 3-4 children on.

The governors spent some time reviewing a sample of workbooks provided for maths and literacy (all were FSM children):

- Lower ability – 1 child
- On track – 2 children
- SEN – 1 child
- Higher ability – 2 children

The governors looked for evidence of:

- Interventions and impact
- Independent work
- Progress against learning objectives

**Following moderation and what you have said, is there a danger of lowering our expectations, rather than bringing other schools’ judgements up to our level?** The HT said that this is a good point and if moderation was with fewer schools this would be a danger. With six cluster schools of a similar level they have more confidence, however they need to be mindful and careful of this. CG said that target tracker



	<p>may not transfer at this point in the year as to whether a child is on track or not.</p> <p><b>Can we change that?</b> Yes, when I add the data. The HT said that target tracker for Year 1 and Year 2 allows you to input guidance and the teacher needs to input if secure, but in EY its around statements. There needs to be two sets of data, target tracker and manual data with teacher assessments if the data sets are appearing very different. CG confirmed that she records SEN and FSM children separately.</p> <p><b>Will Ofsted take a view on individual internal data?</b> The HT said that she will provide them with both sets of data and is confident the school can show evidence to support the EY data.</p> <p><b>Does target tracker give you a list of names and current judgement?</b> Yes.</p> <p><b>Can you look through this to see which judgements you disagree with, quite easily?</b> Yes, target tacker can skew the data and if an area is low, it will pull the rest down.</p> <p>There were no further questions and the chair thanked CG for a very informative presentation.</p>	
<p>5.</p>	<p><b>Headteacher’s Verbal Report:</b></p> <p>The HT confirmed that the learning and leadership partner (LLP) had attended to give her annual report on the 7<sup>th</sup> February 2017. TW confirmed that she had met with the LLP whilst she was in the school. The HT explained that the final report is not yet available for governors but the highlights included:</p> <ul style="list-style-type: none"> <li>• The LLP is working closely with the middle leadership team this term on coaching skills and has observed the teaching of every teacher in the school.</li> <li>• These observations, alongside meetings with the HT, Deputy Headteacher, governors and special educational needs co-ordinator (SENCo), pupil conferencing and book scrutiny, have been used to make a judgement on where the school is now in terms of the quality of teaching and Ofsted outcomes.</li> <li>• The LLP has said that she is happy there is sufficient evidence to support a judgement of “Good”.</li> <li>• The school is currently a medium priority for the Local Authority (LA), due to the school having twice received a Requires Improvement rating from Ofsted.</li> </ul> <p><u>Outcomes 2016:</u></p> <p>EYFS at the end of 2016 had 69.7% good level of development (GLD), which was a steady increase of 18.7% from 2014. It is now in line with national.</p> <p>The HT said that they had picked up that disadvantaged children were making slower progress than other children and this has been highly focussed on this year. More-able children have also been given a higher focus.</p>	



Outcomes for Year 1 phonics were 6.5% higher than national and on a continuing improvement trend over the last three years. The specific linking of phonics into literacy teaching is seen as a strength.

End of KS1 combined scores continued to rise and were 2% above the national expected standard. This continues a trend of improving scores. Writing was 69.3% and above the national figure of 65%. There has been accelerated progress for those emerging at Early Learning Goals (ELG) to obtaining greater depth at KS1. Through pupil conferencing children were able to talk about and show how their writing has improved over time. They could clearly say their next steps and spoke with enthusiasm about learning and evidence of this could be seen in books.

Reading was 5% higher than national and shows accelerated progress from EY. The children who left EY on emerging have reached greater depth. Children were observed in lessons and evidenced confident reading across the curriculum.

Disadvantaged children, as expected, were targeted as an area of need and it has been a key thread throughout the school improvement plan (SIP), to diminish the difference. Tracking systems have been put in place from EY, through each phase in Years 1 and 2, to make sure no children are slipping back to emerging.

SEN is well lead by the SENCo and there is tracking support in place to support those children to ensure they make progress and any gaps are being plugged by the end of KS1.

The school is now focussing attention on the combined target.

In house progress data for Y1 is less favourable, but it is recognised by the school that this reflects the transition to formalised learning from Year R. Things have been put in place to address this with changes in the provision, such as Cool Time. Year 1 books show the children are making progress and gaining independence and securing reading and writing skills.

The HT said that in summary the LLP said that the leadership team is driving improvement and embedding initiatives into classrooms and consequently good progress has been made to address areas of improvement identified by Ofsted. Observations show teaching is good with elements of outstanding. Children know their next steps and can show where they have been achieved in their work. Marking is moving learning forward. The school curriculum is broad, experimental and varied and good use is made of the outside environment as a resource.

Targets set by the LLP include:

- Transition matrices at progress review
- Reference to prior attainment



	<ul style="list-style-type: none"> <li>• SENCo to continue to check impact of systems</li> </ul> <p><u>Exclusions:</u> The HT confirmed that there have been two days of exclusions this term.</p> <p><u>Attendance:</u> The HT confirmed attendance for the whole school is currently 95.2% and SEN is 94%. Fourteen children were off yesterday and seventeen last week with sickness and diarrhoea, which will have had an impact. Mrs Forehead has sent guidance home to parents around keeping healthy and the HT has held meetings with children and their parents for those at 85%. The decision to administer medicine under strict guidelines (e.g. Calpol) and with parental support, seems to have had a very positive effect.</p> <p><b>Governor questions to the HT:</b></p> <p><b>Are the two days of exclusion for the same child?</b> Yes, for violent and aggressive incidents.</p> <p><b>Has this happened previously?</b> Last year we had no incidences, this year we have had one child with a total of five days' exclusion</p> <p><b>Do you have a current physical restraint policy?</b> Yes.</p> <p><b>Are there records for every time it is used that governors can see?</b> Yes. The governors discussed and agreed that the SEN governor will review the log on a termly basis going forward.</p> <p><b>What are you doing to support higher attainers?</b> We have an extra class in Y2, which is a mix of all groups of children who are targeted for exceeding. The curriculum is tailored for those children and opportunities to exceed and master the curriculum are provided. We have had two weeks of a more able pupil premium book club (Thursdays with the HT), looking at classic texts and mini novels, whilst Y1 have a film club and then we will swap over. More able children are identified in all the planning as a target group.</p> <p><b>Is that all children, or just pupil premium?</b> All children and pupil premium for the book club. Teachers have to show on their planning what is different for those children.</p> <p><b>Is that just those children who are currently already exceeding?</b> And those capable of exceeding, or above 3 in EY. CG said that in EY there are tasks linked to ability and marking is targeted on moving children forward.</p> <p>There were no further questions and the chair thanked the HT for her update.</p>	<p>Review physical restraint log (termly) and report to GB (JH)</p>
<p>6.</p>	<p><b>Single equality:</b></p> <ul style="list-style-type: none"> <li>• <b>Single Equality Statement – Annual Information:</b> Previously circulated.</li> </ul> <p><b>Governor question to the HT:</b></p>	



	<p><b>Why is the data for January 2016, rather than January 2017?</b> I have spoken to the school business manager about this and it is to do with when the data is available. The statement needs to be posted to the website annually and will be updated and brought to FGB with the latest data, when agreed.</p> <p>The governors unanimously approved the SES statement.</p>	
<p><b>7.</b></p> <p><b>7.a</b></p> <p><b>7.b</b></p> <p><b>7.c</b></p>	<p><b>Governance:</b></p> <p><b>Safeguarding and the Prevent Duty:</b> EY said that the whole governing body safeguarding training had been very good and there are some specific actions that followed (previously circulated). EY said she is meeting with the HT next week to go through these actions. The chair thanked EY for following up on the training.</p> <p><b>Governor Training and Skills Audit:</b> JS confirmed that she is just waiting for the last governor skills form and will send the matrix to the chair when received and there are no obvious skills gaps within the governing body. The financial skills forms had been completed by the HT, DHT, chair of governors and finance lead governor.</p> <p>The governors discussed topics for whole governing body training in 2017/18 and agreed that this will be booked for the Autumn term 2017.</p> <p>Training confirmed in line with the SIP:</p> <ul style="list-style-type: none"> <li>• JH Monitoring, evaluating and improving SEN provision 9<sup>th</sup> March 2017</li> <li>• JS NCTL Disadvantaged Pupils Workshop 9<sup>th</sup> March 2017</li> <li>• TW Protecting children 30<sup>th</sup> March 2017</li> </ul> <p><b>Governor Monitoring Plan and Visits:</b> The chair thanked governors for monitoring report previously circulated:</p> <ul style="list-style-type: none"> <li>• CM and EY - SIP links 1.1, 1.2 and 2, attendance on book scrutiny for maths and subsequent maths staff meeting. 9<sup>th</sup> November 2016.</li> <li>• FGB meeting feedback – SIP link 1.2 Literacy learning walk 15<sup>th</sup> November 2016</li> <li>• EY- SIP link 1.2 Pupil review meeting. 5<sup>th</sup> December 2016</li> </ul> <p>JS confirmed she had attended the school to complete the Spring term Health and Safety monitoring form and Fire Safety training with the school business manager.</p> <p>Further visit reports are due from CM and JS.</p> <p>The governors spent some time discussing strategic monitoring in line with the SIP and the chair said that the HT has sent out the dates for the pupil progress meetings and governors should inform the chair and HT of dates they wish to attend. The governors confirmed future visits:</p>	<p>Send chair completed skills matrix (JS)</p>

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<p>7.d</p> <p>7.e</p>	<ul style="list-style-type: none"> <li>• SEN – JH</li> <li>• Maths – CM</li> <li>• Data – JS and Year 1</li> </ul> <p>The chair confirmed that the monitoring plan will be updated and circulated once details are known.</p> <p><b>Governors’ Self Evaluation Form (SEF)/Action Plan Update:</b> The chair said that she is completing the updated action plan and will work with JS on this over half term.</p> <p><b>Governor Recruitment:</b> The chair explained that CM has reluctantly informed her that he will be leaving as a governor at the end of the summer term, to take up a parent governor position at his son’s school. The governors expressed their thanks to him for staying with the school for the rest of the academic year. The chair confirmed there are currently two co-opted governor vacancies and the governors spent some time discussing recruitment of governors for the future.</p>	<p>Inform chair of planned visits (all)</p> <p>Circulate updated monitoring plan (JH)</p> <p>Circulate updated governor SEF and action plan after half term (JH &amp; JS)</p>
<p>8.</p>	<p><b>FGB Meeting Minutes 17<sup>th</sup> January 2017:</b> Previously circulated.</p> <ul style="list-style-type: none"> <li>• <b>Approval and Matters Arising:</b></li> </ul> <p>The minutes were unanimously approved as a true record and signed by the chair.</p> <p><b>Matters and Actions Arising:</b></p> <p><b>Action 22, agenda item 8:</b> The chair confirmed that the parent questionnaire is due in Spring 2 and for this action to be carried forward.</p> <p><b>Action 23, agenda item 8:</b> The chair confirmed that she had circulated the notes from the learning walk as requested.</p> <p><b>Action 25, agenda item 8:</b> JS confirmed that she is just waiting for a skills form from CG.</p> <p><b>Action 26, agenda item 4:</b> The HT confirmed that she had circulated the year leader data reports as requested.</p> <p><b>Action 27, agenda item 4:</b> The HT confirmed that she had circulated the staff meeting and pupil progress dates as requested.</p> <p><b>Action 28, agenda item 6.a:</b> The clerk said that she still needs safeguarding checklists from SJ, JH and SM and for this item to be carried forward.</p> <p><b>Action 29, agenda item 6.a:</b> The HT explained that herself and EY had been unable to make the original date to complete the safeguarding notice board and that they are rebooking this in their diaries. This item to be carried forward.</p> <p><b>Action 30, agenda item 6.d:</b> TW confirmed that she had reviewed EY’s induction pack, which was signed and handed to the clerk for filing.</p>	



	<p>There are a couple of items still to complete with CM and they have arranged a date to do this.</p> <p><b>Action 31, agenda item 6.e:</b> The clerk confirmed that the schedule of business had been revised as requested to meet the governors' requirements. The clerk confirmed that the schedule will be adapted as required going forward.</p> <p>There were no further items from the minutes not already covered on the agenda.</p>	
<b>9.</b>	<p><b>Policies for Approval:</b></p> <p><b>9.a Governor Allowances Policy:</b> previously circulated. The policy was unanimously approved.</p> <p><b>9.b Supporting Children with Medical Conditions Policy:</b> previously circulated.</p> <p><b>Governor questions to the HT:</b></p> <p><b>Would it be appropriate to add that changes to medical plans will only be put in place following consultation with parents?</b> The policy is based on the Hampshire model and it does say in there that parents will be consulted for education, health and care plans, all other medicines are signed up with parents as the need arises.</p> <p>The governor confirmed that this clarifies matters, thank you.</p> <p><b>Is the administering of Calpol covered in here?</b> That is covered within the home school agreements.</p> <p><b>Do you have sufficiently trained staff for those children with specific medical needs and can we check?</b> Staff are given specific training and advice from outside professionals where required. We currently have no children with medicines to deliver, but all staff have been trained on using EPI pens.</p> <p>The governors discussed and agreed that should the need arise, the HT will make governors aware, so that they can fulfil their duties under the policy.</p> <p>The policy was unanimously approved.</p>	
<b>10.</b>	<p><b>Agreed Urgent Business:</b></p> <p>The chair explained that the current clerk will be leaving the school for personal reasons and that a new LA clerk has been agreed to start in April 2017. The clerk confirmed that there will be a handover and she will be available to support if the new clerk requires it.</p>	
<b>11.</b>	<p><b>Correspondence:</b> Previously circulated.</p> <p>The clerk drew the governors' attention to the following:</p> <ul style="list-style-type: none"> <li>• Fortnightly Governor Services Newsletters</li> <li>• NGA Newsletters</li> <li>• School Funding Proposals – Consultation and Letters</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Money Matters Magazine</li> </ul>	
12.	<p><b>Items for the next FGB agenda Tuesday 21<sup>st</sup> March 2017 at 5.30pm:</b></p> <p><b>Focus: DATA</b></p> <p><b>Written HT report:</b></p> <ul style="list-style-type: none"> <li>• External/internal progress and achievement data</li> <li>• Vulnerable groups progress and achievement</li> <li>• Attendance and Exclusions</li> <li>• SIP targets and progress</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Approve SFVS return and review actions arising</li> </ul> <p>The chair thanked everyone for their attendance and deliberations, and closed the meeting at 7.02pm.</p>	

**ACTIONS AGREED**

Action Number	Agenda item	Action Details	Responsibility
22	8	GB parent questionnaire spring 2	JH
25	8	Complete and send JS and clerk generic skills forms by 14/2/17	CG
28	6.a	Complete safeguarding checklists by 21/3/17	SJ, JH and SM
29	6.a	Prepare safeguarding notice board	HT and EY/completed
32	5	Review physical restraint log (termly) and report to GB	JH
33	7.b	Send chair completed skills matrix	JS
34	7.c	Inform chair of planned monitoring/visit dates	all
35	7.c	Circulate updated monitoring plan	JH
36	7.d	Circulate updated governor SEF and action plan after half term	JH & JS