



**MINUTES OF THE GRANGE INFANT SCHOOL MEETING OF THE FULL GOVERNING BODY
HELD AT THE SCHOOL ON TUESDAY 17TH JANUARY 2017 AT 5.30PM**

Present:

J Heath (JH)	Co-opted Governor (Chair)
C Green (CG)	Staff Governor
E Yeats (EY)	Parent Governor
C Matthews (CM)	Co-opted Governor
S Duffy (HT)	Headteacher arrived 5.40pm
J Shearsmith (JS)	Co-opted Governor
S James (SJ)	Parent Governor
T Woodcock (TW)	Local Authority Governor

In Attendance:

S Myers (SM)	Associate Member
J Dunn (clerk)	Local Authority Clerk
C Cave (CC)	Special Educational Needs Co-ordinator left 6.22 pm

Apologies: None

Quorum: present (4 required)

Agenda Number		Action Points
1.	<p>Welcome and Apologies for Absence: The chair opened the meeting at 5.35pm and welcomed Mrs Cave to the meeting. Introductions were made. The chair said that the HT had been held up and would be arriving very shortly.</p> <p>The chair confirmed that no apologies had been received and a quorum was present.</p>	
2.	<p>Declarations of Pecuniary Interests: The clerk declared an interest in agenda item 6.e.</p>	
3.	<p>Agree Any Other Urgent Business: No items were requested.</p>	
4.	<p>Headteacher's Verbal Report: The chair asked for this item to be covered after the special educational needs co-ordinator (SENCo) session under agenda item 5 and this was agreed.</p>	
5.	<p>Special Educational Needs and Disability (SEND):</p> <p>5.a SEND Annual Information Report: previously circulated.</p> <p>5.b SEND Provision Map (including resourcing and budget): previously circulated.</p> <p>CC checked that the governors had received and read through the documents previously circulated and asked for any questions.</p> <p>Governor questions to the SENCo:</p>	

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How is progress going for SEN children and do you have any concerns? Progress is good for each child, where progress is not at age related expectation (ARE), we are tracking back to the Year 1 phases to highlight what we can do and see what progress they are making. On the provision map you can see if a child is below, close to or secure against ARE. We also have pupil profiles to show their progress against each phase and the books are showing progress, which you will be able to see for yourselves when we do the book scrutiny later.

On the provision map is there a way of seeing what progress each child is making against their personal targets? Yes, there are some standardised scores and we will be able to show in different ways on the tracking programme.

Is there any area of need that is more prominent? Social, language, communication and cognitive learning are the main areas of need.

Have we any children with education, health and care plans (EHCPs)? One child.

Do we have any children that had the old “statements”? No, they are too young, although we have a couple of children who we will be applying for EHCPs, but a lot of evidence is required before we can apply. There are some borderline children and we are getting help from special educational needs support agreements (SENSA) (top up funding), for three children.

The HT arrived at 5.40pm.

In terms of their learning, are they able to partake in all class activities? Every lesson is tailored for the children and it is about first quality teaching. Having SEN does not take a child away from the class and we will look to have properly adjusted activities to support their learning.

How do you provide support for the staff? We make sure teaching assistants (TAs) have their training needs met and conduct an audit at the beginning of the year to see if there are any gaps. They have had autism training, for instance, as all TAs work with SEN children and they come to me for advice and support. I oversee it all.

How do you decide which interventions to put in place? It depends on the need; for instance, there are interventions around speech and language with therapy, Maths is 1st class at numbers, precision teaching for writing etc. Interventions are tailored to the individual child.

Have you looked into an intervention called “Literacy Tool Kit”? At another school for which I am a governor, I am aware they are seeing impressive progress with it? No, thank you we will look into that further.

Do you have sufficient numbers of trained staff for the high number of SEN children in the school? We can be stretched at times, but we have one TA per class and three extra in the afternoons, plus 1:1 TAs on top of this for specific children. The HT said that although they are sometimes stretched, as a school they are well staffed.



How is parental engagement to support children with learning? It is up and down, but we have links with the county carer network. We started meetings but only one parent attended. The parent of a child with an EHCP is very supportive. We have previously had children who lacked parental support, but I would say that is not the case this year.

How do you organise reviews of individual education plans (IEPs) and EHCPs? The teachers regularly review the IEPs and I have an overview. There is a six month and annual formal review of EHCPs. Overall we are driven by need and they are constantly updated.

In the SEN information report, there is a section around transition that does not make sense, please could you clarify? I am sorry, yes that needs to be amended and I will ensure it is done before it is posted to the web site.

I note that the SEN information report was written in November, will it be updated ready for September 2017 and the new academic year? The HT said that the report was written in November as that was when CC was looking at all things SEN; going forward the report will be reviewed in July/September each year ready for the start of the academic year..

Under the SEN resourcing budget, would it make sense to have the SENCo salary noted? The HT said that she believes the SENCo salary is part of the staffing budget and will consider if this information would be useful, as the SEN budget shows TA and training costs at present. The governors said that it would be helpful to see the SENCo cost alongside the SEN budget figures in future.

Is there any evidence that SEN children are out of school more often than other children? The HT said that they have been tracking attendance as this was raised as an issue for the school on the data dashboard. Attendance for SEN children currently stands at 94.4% and has improved. In the previous year the national figure for all children was 94%. The school is pushing attendance across the board and has a particular focus on SEN children.

Do you ask for proof of hospital appointments etc. from parents? The HT said that they do this only if attendance is a concern, otherwise they operate on trust. If a child's attendance falls below 85% they would seek evidence and a letter would be sent home from the HT.

Do you know where the school stands as a percentage of SEN, against national at the moment? The HT said the school percentage is higher than national as they are in an area of high deprivation. As regards the data, the school showed a significant gap in line or above national in reading and maths and behind national in writing.

What does the data look like now? With only one data drop so far this academic year it is hard to judge and it is difficult to compare with SEN. We look at progress and are tracking term on term from Early Years. I can tell you the learning and leadership partner (LLP) was happy with progress seen in the SEN profiles for all children

The chair asked the governors to approve the SEN Policy which had been previously circulated. The policy was unanimously approved.



<p>5.c</p>	<p>Governor School Improvement Plan (SIP) Monitoring Activity – Book Scrutiny Focussed on SEN Children:</p> <p>The governors spent some time looking through workbooks for SEN children, taken from Early Years, Year 1 and Year 2. CC, CG, SM and the HT talked the governors through the books and explained how governors could see progress and answered questions.</p> <p>The governors commented on:</p> <ul style="list-style-type: none"> • There was clear evidence of significant progress within the workbooks. • More green marking could be seen as each child progressed. • Marking followed the marking and feedback policy and marking was evidenced from within the same lesson. Marking was up to date. • Teaching could be seen to be personalised and tailored for each child • Evidence of independent activity could be seen as the children progressed • Evidence of a quick response from TAs could be clearly seen <p>Questions from governors included: How many children are SEN in Year R? CG said that there are four on the register and two more are being monitored. CC explained that it can take a while to identify SEN needs with such young children. Do SEN children know what their targets are? SM said that they should know; it is the same expectation for all children in the school. Can the children verbalise their targets? Yes, they complete their own headers from Year 1 onwards.</p> <p>The chair thanked CC for coming along to the meeting and giving the governors an update on SEN provision within the school. It had been very interesting and useful to governors. CC left the meeting at 6.22pm.</p>	
<p>4.</p>	<p>Headteacher’s Verbal Report:</p> <ul style="list-style-type: none"> • School Improvement Plan (SIP) Progress <p>The HT talked through the SIP targets:</p> <ol style="list-style-type: none"> 1. <u>To raise achievement across reading, writing and maths, ensuring teaching is never less than good:</u> <p>The HT said that continuing professional development (CPD) and staff meetings are on a rolling programme to support pedagogy. These are in place and happening and senior and middle leaders decide on CPD depending on highlighted needs from lesson observations or staff feedback. Governors have attended staff meetings and seen evidence of this taking place, together with book scrutiny and other key points. A half termly overview has been created to capture this information and the leadership team considers the SIP targets and what CPD is required to support them. This is working very well and the success criteria has been</p>	

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validated by reviewing work books and the LLP had today seen evidence on her visit. The HT confirmed that all teaching has been observed as typically good – Autumn 1 80% good and Autumn 2 90% good across lesson observations. The HT asked the governors to bear in mind that the percentages seen are based on snapshot lesson observations and they must also consider evidence over time from the data, book scrutiny and progress. There is typically good teaching in the school and governors should also note one teacher is newly qualified (NQT).

Governor questions to the HT:

Do you monitor them? Yes absolutely and we carry out book scrutiny on a weekly basis.

The HT explained that the school improvement partner and Pioneer Teaching Alliance have started work on developing leadership with the middle leaders and they will be moving on to coaching this year. A session has already been completed by Pioneer around what good to outstanding teaching looks like. They will now have a break until April and come back. Both pieces of work are to be continued and are in the early stages, but feedback from Pioneer so far has been:

- Purposeful learning environments and behaviour in classes
- Pupil engagement is high with a variety of stimuli
- Plenty of challenge seen within lessons and learning was re-focused when needed, with key questions or celebration of successes

The LLP has a different focus around disadvantaged children and she has had a session with the middle leaders and watched them teach in class. She also sat with children and conferenced with them. The LLP looked at progress and asked the leaders to talk through work books. Next Friday she will go into the remaining classes with the middle leaders to talk to them about developing practice. The LLP has said that pupil behaviour for learning in the school is outstanding. She asked for successes against targets to be signposted and highlighted within the books a bit more to really celebrate what the children are achieving. The next LLP report should show a shift in practice for vulnerable groups.

Do you expect we shall be seeing some outstanding teaching in the near future? There are already pockets of outstanding teaching coming through.

The HT said that she had carried out some pupil conferencing and this showed that the children are enjoying their learning and were able to say what their next steps are and they can (in most cases) evidence where they have been successful. The HT said that she will continue this conferencing each Friday. Governors are welcome to come along at 2.30pm.



The HT said that English and maths is being taught weekly in Early Years, with evidence to support this in learning journeys and work sampling shows this to be having an impact. Governors have seen this in today's monitoring session. The HT said that pupil progress meetings have a focus on vulnerable groups and disadvantaged children, with evidence from books and data showing that in year 2 it can be predicted that at the end of Key Stage 1 (KS1) the gap is closing. The school continues to moderate with cluster schools and moderation evidence would suggest that their judgements are sound. They are looking for consistency across year groups within internal moderation.

The HT explained that subject leaders need time for pupil conferencing and observation of lessons, so this is being proactively planned for. The year teams need to watch good and outstanding practice in other schools and as cover has previously been an issue, the HT said that she will be asking the year teams to arrange this within planning time this half term, to facilitate it.

The HT said that disadvantaged and SEN are proactively planned for but they need to continue to provide opportunities for sustained and cross curricular writing, so that children have the opportunity to exceed expectations. More are needed in KS1. They have experimented this week and introduced "Free Writing" books for one hour on Friday, which had been very successful.

1. Feedback and Marking Clearly Focused on Helping Children to Improve Their Learning:

The HT said that the marking policy has been finalised and given to all new members of staff. Book scrutinies have taken place at the start of each staff meeting and governors have taken the opportunity to attend and take part in the process. Evidence of revision can be found across English and maths and is particularly evident in English. This is being pushed as a key part of ARE. Developmental marking is in place and children can articulate next steps. The HT said that they now need to finalise what is acceptable for marking foundation subjects, such as science, art and design etc.

2. Assessment to become an integral part of teaching and learning and ensuring children are making at least expected rates of progress:

The HT explained that target tracker is now in line with the Hampshire assessment model (HAM) and teachers are using this instead of SIMS this year. This is linked to clear progress targets in performance management and they need to ensure teachers are totally secure in their judgements. The HT said that she will circulate year leader data reports for the governors as teachers are inputting and preparing their own data for progress review. They can identify which children need to make expected and accelerated progress. They will continue to work on the consistency of working walls across classes, to show learning journeys.

Circulate year leader data reports (HT)



<p>3. <u>All leaders, including governors, are highly ambitious for the school and lead by example:</u></p> <p>The HT said that governors are playing an active role in the school and attending staff meetings as well as pupil conferencing. The HT and chair of governors meet on a regular basis and a termly governor newsletter is being sent to parents. The HT said that they will continue to arrange for subject leaders to present to governors, such as the SENCo presentation today. The HT confirmed that the middle leader development programme is still in place.</p> <p>The HT asked for questions.</p> <p>You mentioned an NQT and lesson observations, please could you give more details? The expectation is that an NQT will be developed to consistently “good” by the end of their NQT year. SM said that as their teacher tutor, she goes in regularly and is supporting them towards achieving the expected teacher standards.</p> <p>Do you believe the year group judgements are being applied consistently? Yes, they are. It is really important; not just around inputting data but to make sure it is consistent and I have wanted to give them extra time to do that.</p> <p>The HT said she will circulate the pupil progress and staff meeting dates for the spring term.</p> <ul style="list-style-type: none"> • Attendance Update: <p>The HT confirmed attendance was 97% for Autumn 1 and 94.9% for Autumn 2. Attendance has dropped with 117 absences and 16 with unauthorised absence. This is mainly due to holiday requests and although they are not being authorised parents are going on holiday anyway, as following the Isle of Wight case, parents are aware that no fines are being issued. The HT said that she would be interested to see if this is being reflected nationally. The HT said that letters have been targeted and sent to parents, asking for a meeting with the HT, but there has been a variety of response. A general letter was sent to all parents and it was mentioned in the end of term newsletter. An attendance flyer will be going out soon. The governors spent some time discussing attendance and the HT confirmed that the spring term is 96% to date.</p> <p>How does our approach to attendance fit under the fundamental principles of British values? I have spoken to county and their perspective is that there is a difference between the way the Army and the Navy approach deployment. We have a large number of holiday requests using deployments as the reason. The Navy will always give warning of deployment, but the Army tends to be more immediate. It is something we have to consider. The governors discussed this in light of their community knowledge.</p> <p>How many children do we have on roll at the moment? 238, the last census was 231 so we are increasing. We currently have 74 first place</p>	<p>Circulate staff meeting and pupil progress meeting dates (HT)</p>
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	<p>requests for September; this is an increase on previous number indicators at this time of year What is SEN attendance at the moment? 94.3% How does this compare to previous years? It was in the upper 80 percentile, so has improved greatly.</p> <p>There were no more questions from the governors and the chair thanked the HT for her report.</p>	
5.	<p>Special Educational Needs and Disability (SEND):</p> <p>SEND Annual Information Report: previously circulated.</p> <p>SEND Provision Map (including resourcing and budget): previously circulated.</p> <p>This agenda item was covered earlier in the meeting.</p>	
6.	<p>Governance:</p>	
6.a	<p>Safeguarding: The clerk confirmed that she had received updated safeguarding governor awareness checklists from CG, CM, EY and TW to date. The checklist had been re-circulated as requested. The chair said that governors should complete this as a matter of urgency and for the clerk to send the form out again, with completion by all by the 31st January 2017 at the latest.</p> <p>EY confirmed that she is confident that safeguarding is up to date. The governors discussed and agreed for EY to work with the HT on a safeguarding board to sign post key information and procedures.</p> <p>Governor question to the HT:</p> <p>Does your pupil conferencing activity include questions on safeguarding? Not specifically, but yes I could add that in, thank you.</p>	<p>Complete safeguarding checklists by 31.1.17 (JH, SD, SM, JS, SJ)</p> <p>Prepare safeguarding board (HT and EY)</p>
6.b	<p>Governor Training and Skills Plan: The development and training governor (DTG) confirmed that there are a few 2016/17 skills audit forms missing and asked that relevant governors ensure these are forwarded as soon as possible (by 14/2/17, see action point). The DTG said that she will complete the skills matrix (with names) once this has been done and bring to FGB. The DTG confirmed that whole governing body (WGB) training is on the 31st January 2017 on Protecting Children at 6.30pm and asked all governors to ensure they have completed the e learning on the governor website around safeguarding. TW gave apologies for this WGB training and confirmed that she will be facilitating governor training on Protecting Children on the 30th March 2017, to ensure she is up to date.</p> <p>The DTG confirmed that she had conducted a value for money exercise and the service level agreement cost (2016/17) of £1,625 (one</p>	

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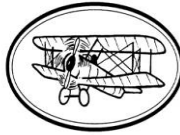
<p>6.c</p> <p>6.d</p>	<p>thousand, six hundred and twenty five pounds), has proven to be good value as the governors have used training equivalent to £1,741 (one thousand, seven hundred and forty one pounds).</p> <p>TW confirmed that she will be facilitating training on the 25th January 2017 for Strategic Finance and 27th February 2017 for Primary Curriculum.</p> <p>The chair thanked the DTG and governors for their updates.</p> <p>Governor Monitoring Plan: The chair said that she will be meeting with the vice chair and HT to agree dates for future monitoring activities. It is important to maintain the momentum.</p> <p>Governors' Self Evaluation Form (SEF): The chair went through the previous SEF and action points with the governors.</p> <ol style="list-style-type: none"> 1. Organisation and teamwork – there are currently two co-opted governor vacancies and governors will continue to actively seek new governors with the required skills. 2. The GB has re-constituted as planned. 3. Training courses are now being regularly fed back to all governors through the use of report forms. Governor skills and development are a core activity and ongoing. 4. The skills audit has been completed for 2015/16 and is currently underway for 2016/17 5. New governors receive a personalised induction pack and are given a mentor. TW was asked to ensure the induction packs for CM and EY are up to date. 6. The school vision has been reviewed by governors 7. The actions around separating school policy and procedures is still ongoing 8. It had been agreed to replace the governor development plan with an action plan and this needs to be taken forward. 9. Extensive evidence is now being collected to support the SIP. There is evidence of improvement to teaching and learning through data and book scrutiny, attendance at staff meetings and progress review meetings. Further triangulation of evidence is being captured through the LLP reports, staff presentations and pupil conferencing. 10. Regular financial benchmarking is embedded. The governors discussed and agreed that following a governor resignation T Woodcock would be the chair of the Resources and Finance Committee. 11. JS has attended Year 1 pupil progress meetings to identify tracking of pupil premium children, regarding obtaining external evidence for the effective use of pupil premium for overcoming barriers to learning. JS to send in a visit report. Governors have also attended staff meetings. 	<p>Review induction packs with CM and EY (TW)</p>
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<p>6.e</p>	<p>The chair said that she will update the action plan and forward to governors.</p> <p>Review and Agree Local Authority Clerking Contract for 2017/18: previously circulated.</p> <p>The clerk declared an interest and was asked to remain by the chair.</p> <p>The chair asked the governors to consider if they wished to continue with monthly FGB meetings and two committees (Resources and Finance termly and Pay Committee twice per year), or with just monthly FGB meetings and the Pay Committee, or revert to the previous three committee structure.</p> <p>The governors discussed and agreed that in order to ensure all governors have the required knowledge around both finance and curriculum, but to reduce the burden on governors and school staff, that for the academic year 2017/18, the GB would run on monthly FGB meetings and two Pay Committee meetings. The governors asked the clerk to ensure that a new schedule of business is drawn up to ensure statutory responsibilities are covered, with a termly meeting focussed on finance, resources and premises.</p> <p>The clerking contract was unanimously approved for the standard package of 60 hours (includes 6 FGB meetings at 9 hours each), five additional FGB meetings (at 9 hours each) and two Pay Committee meetings (at 5 hours each). NB the Resources and Finance committee meeting, already planned for the Summer term 2017, will still go ahead and this equates to 120 hours in 2017/18.</p>	<p>Prepare new schedule of business for 2017/18 (clerk)</p>
<p>7.</p>	<p>FGB Meeting Minutes 6th December 2016: Previously circulated.</p> <ul style="list-style-type: none"> • Approval and Matters Arising: <p>The minutes were unanimously approved as a true record and signed by the chair.</p> <p>Matters and Actions Arising:</p> <p>Action 22, agenda item 8: The chair confirmed that the GB parent questionnaire is planned for Spring 2 and should be carried forward.</p> <p>Action 23, agenda item 8: The chair said that she has not circulated the notes from the November 2016 learning walk and this item is to be carried forward.</p> <p>Action 24, agenda item 8: The clerk confirmed that she had re-circulated the safeguarding awareness checklist as requested on the 9th December 2016. The chair referred governors to the new action point around this.</p>	



	<p>Action 25, agenda item 8: The chair confirmed that some governors still need to complete skills forms for 2016/17 and for this action to be carried forward to the 14th February 2017.</p> <p>There were no further items from the minutes not already covered on the agenda.</p>	
8.	Policies for Approval:	
8.a	Special Educational Needs and Disability Policy: previously circulated. The chair confirmed that this policy had been approved earlier under agenda item 5.	
9.	Agreed Urgent Business: None.	
10.	<p>Correspondence: The clerk drew the governors' attention to the following:</p> <ul style="list-style-type: none"> • Fortnightly Governor Services Newsletters (previously circulated) • Updated Governance Handbook (previously circulated) • 2017/18 Training and Development Programme (previously circulated) • DfE Improving Governance Report (previously circulated) • A Competency Framework for Governance (previously circulated) • Spring Term 2017 Governor and Clerk Newsletter (previously circulated) 	
11.	<p>Items for the next FGB agenda Tuesday 14th February 2017 at 5pm:</p> <p>The chair asked governors to note the earlier time for this meeting. SJ gave her apologies for personal reasons which were accepted.</p> <p>The HT explained that the data will not be available for the next meeting as planned in the schedule and it was agreed to move this to the March meeting.</p> <p>Items Agreed:</p> <ul style="list-style-type: none"> • Verbal HT Report • Work Scrutiny/Subject tbc • Presentation/Pupil Conferencing • Single Equality Statement – Information (annual) • Agree Equalities information and review progress • Safeguarding • Prevent duty • Governor recruitment • Governor training • Governor monitoring • Governor action plan/SEF update • Governor allowances policy • Supporting children with medical conditions policy 	



	The chair thanked everyone for their attendance and deliberations, and closed the meeting at 7.30pm.	
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ACTIONS AGREED

Action Number	Agenda item	Action Details	Responsibility
22	8	GB parent questionnaire spring 2	JH
23	8	Circulate notes from learning walk (November 16)	JH
25	8	Complete and send JS and clerk generic skills forms by 14/2/17	all
26	4	Circulate year leader data reports	HT
27	4	Circulate staff meeting and pupil progress meeting dates	HT
28	6.a	Complete safeguarding checklists by 31.1.17	JH, SD, SM, JS, SJ
29	6.a	Prepare safeguarding notice board	HT and EY
30	6.d	Review induction packs with CM and EY	TW
31	6.e	Prepare new schedule of business for 2017/18	clerk