



**Minutes of the Grange Infant School meeting of the Full Governing Body  
Tuesday 18th June 2019 5.15pm**

<b>Present:</b>	S Duffy (HT) E Yeats (EY) T Woodcock (TW) S.Lee (SL) S Myers (SM)  J Shearsmith (JS) R Evans (RE) J Heath (JH) J.Hanlon (JHa)  J.Collinge (JC)	Headteacher Parent Governor (Chair) (arrives 5:30pm) Local Authority Governor (arrives 5:50pm) Parent Governor Co-Opted Governor (leaves 5:52pm, returns 7:25pm) Co-opted Governor Co-Opted Governor Co-opted Governor Prospective Governor (leaves 7:22pm, returns 7:25pm) Staff Governor (leaves 5:56pm, returns 5:58pm, leaves 7:14pm, returns 7:15pm, leaves 7:22pm, returns 7:25pm)
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**In Attendance:** C Harman (clerk)      Local Authority Clerk (arrives 5:30pm)

**Apologies :** None

**Absent:** None

**Quorum:** present(4 required)

**GOVERNORS KEY ROLES:** Support and Challenge

Agenda Number		Action Points
1	<b>Early years Book look</b> – JS, JC, SM, SL, JH, and JHa all attended this session.  EY and the clerk arrived at the meeting at 5:30pm for the main FGB meeting.	Write up book look - JHa
2	<b>Welcome and Apologies for Absence:</b>  EY opened the meeting at 5.35pm and welcomed everyone.	

Approved by FGB/Signed by Chair:

	<p>TW had informed the GB that she was running late. SM would need to leave the meeting early due to a school issue, therefore the LAC report will be moved to accommodate this. SM would return to the meeting as soon as she could.</p> <p>EY told the GB that Rod Feilder has resigned. This was a mutual agreement due to Rod's workload increasing in his full-time job. JHa will remain as a guest for now until she grows in confidence. The DTG role is now vacant due to Rod leaving, JS will take on this role.</p> <p>The clerk declared the meeting was quorate.</p>	
3	<p><b>Declarations of Pecuniary Interests:</b> JC informed the GB that she teaches JHa's son at Grange.</p>	
4	<p><b>Agree Any Other Urgent Business:</b> None.</p>	
5	<p><b>LAC</b></p> <p>SM handed governors the report and said she will be willing to answer questions at the meeting or after the meeting in connection with the report.</p> <p>SM explained that there are 4 children who are LAC or post LAC at Grange. The report explains the situation for the children, the interventions put into place and the impact of these interventions. The report is confidential and refers to the children as Child A etc. SMs role is to meet with social services and write up the PEPs, with the families and foster carers involved. Some of the children come under pupil premium so are also under a HIP plan.</p> <p>There should have been a timetable attached to the report showing in more details the interventions for child C. SM will email this to governors. The report also covers the level of progress the children have made and their attendance.</p> <p>Governor asked if any of these children are SEN? SM said yes, 2 children had IEPs.</p> <p>Governor said that on the last LAC report the GB were made aware that the responses from some of the agencies involved took a long time. Is this still the case and how is Grange dealing with this? SM explained that two children, who are siblings, are under social services. They have had three different social workers this year but the current one is communicating well with the school.</p> <p>TW arrived at 5:50pm.</p> <p>SM also explained that the only barrier she has experienced this year is getting parents engaged in taking up extra activities for one child.</p> <p>The GB thanked SM for a comprehensive report. Governors must submit any questions to the clerk and SM regarding the report once they have read it in more detail.</p>	<p>Send out timetable to support LAC report – SM</p> <p>Read LAC report and submit any questions to SM and clerk – All Gobs</p>

Approved by FGB/Signed by Chair:

	SM left the meeting at 5:52pm.	
6	<p><b>Verbal HT report</b></p> <p>HT explained to the GB that this would be a light touch on phase 3 data. At the moment teachers are preparing and analysing phase 4 data which will be shared with governors next FGB. The phase 3 data also includes children who are cussing ARE at present. SATS data has not formed part of this analysis yet so the data may slightly change at phase 4</p> <p><b>Year 2</b></p> <p>HT said that the phase 3 data was in putted before the SATs and is therefore based solely on teacher assessments. When looking at phase 4 data the teachers will be looking at the SATS results and will be using these as a contributory factor as a judgement to support whether they are ARE.</p> <p>Reading – 81% Writing – 77% Maths – 83% Combined – 73%</p> <p><b>Governors were pleased to see these results.</b> HT said that the data is on track to hit national. HT has seen the phase 4 data and there is a slight but minimal difference. This will be reported in the full HT report. The predictions for the end of the year, made in September are also different to the final end of year data as there has been quite a lot of movement in terms of children transferring in and out and the cohort is much different to the one in September. Big thanks to the year 2 team for all their hard work. There are still gaps for disadvantaged children, which are:</p> <p>Reading – 32% Writing – 27% Maths – 36%</p> <p>This gap data includes SEN. With the phase 4 data the HT intends to disaggregate the data and remove SEN to show the differences between the groupings. Service children are doing well on 81.5%. This year is heavy on SEN and 2 children are on track to make ARE. However, all of the SEN are on the register for cognitive needs not behavioural needs which has an impact and the school is able to show positive progress from starting points which will be highlighted in the end of year data report</p> <p><b>Governor asked if the HT could show the progress of SEN with progress charts?</b> HT explained that charts will show the children as below ARE. She could however show the GB key indicator statements that have been tracked for all SEN children to show progress. Governor felt it would be useful to see anonymised progress examples when phase 4 data is reviewed. HT said she could provide this.</p> <p><b>Year 1</b></p> <p>HT explained that year 1 have a longer period of time to hit data point due to the data reporting. In fact, they have 3 extra weeks. At times a teacher may report at phase 3 that a child is not ARE as more evidence is needed but they could have made ARE by the end of the year when all evidence</p>	

has been put together and analysed. As the year 1 children are in the first year of the KS1 curriculum, they need the extra weeks to ensure that all aspects of learning have been covered in enough detail to make the final judgement.

Reading is 73%. This is currently slightly lower than where the school is expecting it to be by the end of the year as there are some children who at phase 3 are just tipping into ARE. Governor asked in the pupil premium reviews shouldn't the teachers be assessing which children would make ARE? HT explained that the teachers have been and are now targeting children.

Writing – 71%

Maths – 72%

Gaps for disadvantaged children:

Reading – 24%

Writing – 20%

Maths – 17%

The gaps are not as wide, but governors should be mindful that the cohort data is lower than year 2 which may explain some of the difference in the gaps. 28% of this school are SEN, so the HT will disaggregate the data. HT explained that a lot of work has been done with this year group to get to national. Teachers are really targeting individuals and groups. The school are seeing a lower starting baseline year on year currently in year R. This means it is taking more and more work to get the children to National. The school is carefully tracking attainment and progress. Governors were concerned and asked if there was anything the school could do? HT explained that it was a case that the children are not school ready. Governors discussed this issue and raised that it should be the pre-school's responsibility. Governor asked, for the case of children in nappies, was it because the children were summer babies? HT answered for some but not for all.

Governor asked how receptive Gateway Grange pre school was and could the schoolwork with them? HT explained that the school has tried before and could try again. HT explained that there did used to be a working party for HT and nurseries, but this had never really gone anywhere and would be something to look at again.

### **Early years**

Phase 3 data is 71% reaching early learning goals, last year was 74%. By the end of the year the HT predicts it will be 70-71%. HT explained that this result has taken 9 adults, running interventions and this is the absolute best the team can produce. Governor sympathised and said that getting the message to parents about engagement could help improve.

GB told HT and Grange well done for their commitment in this area.

Governor was concerned that this took 9 adults and asked if this was sustainable? HT said that it wasn't, and she would need to think carefully

about resources, however some of the children have EHCPs. All teachers have worked very hard this year but have battled against SEN, behavioural and emotional needs and wanting to provide the best support for all children. In fact, two SEN children are on just 60% attendance. **Staff Governor explained this has a major impact as it effects how much the staff can do with that child.**

**Governor asked with this in mind, how is the school managing attendance?** HT explained that the she is having weekly meetings regarding this and Michelle Kennell is now in charge of monitoring attendance with Sue Forhead. For those children with persistent absence a member of the leadership team is ringing the parents on the day of the absence.

### **SIP**

One of the successes this year has been Talk for Writing which has impacted early years. Grange had children who were mechanical writers who didn't have much language which is why this was introduced. The new English advisor, Chris Cheal suggested the school focus on spelling and Chris was so impressed with the work Grange had done, he tweeted the success.

The love of reading is being embedded and there is a focus on comprehension. One of the junior governors is reading 1000 books in 1000 days and Grange is supporting him. To promote reading children have been task to read as many books they can in a month. The governor will donate prizes and will also raise funds for the Grange library.

Grange is continuing to work on the vision. The governor's views of the vision have now gone back to staff who are in agreement. HT will be using the values to support behaviour and these values will be split down for the children to make them easier to understand. These values will become part of the charter and children will be awarded a certificate for achieving these values.

**Governor asked if the values were now more forward thinking?** HT said they were. Grange researched 8 schools' visions and then worked out Grange's own values.

The statement of intent is in place for the curriculum and all planning is linked to assessment including foundation. This is done in a meaningful way and doesn't increase workload.

The LA is supporting Grange by giving leaders more focus, other than the English and Maths leads. They are being given accountability to help develop staff and their subject.

HT has identified that the school needs to improve on attendance, including getting the message out on flyers and leaflets. Also, an improvement is needed in Maths fluency, lots have been seen already but more needs to be done.

**Governor told the HT that she found some of the points hard to read on the SIP** as she did not understand all of the terms used. HT agreed to

	<p>support governors understanding on the new SIP when it is first introduced to support with monitoring.</p> <p><b>Transition</b></p> <p>The new to Grange meeting has now taken place. Stories, songs and smiles continues for a further few weeks for the new starters. Grange has visited the preschools and the preschool children have visited Grange.</p> <p>Vulnerable children in year 2 will be visiting the juniors. Children will be finding out their new classes on 5<sup>th</sup> July. There will also be a whole school transition on 9<sup>th</sup> July followed by a further transition morning on the 10<sup>th</sup>. The meet the new teacher evening for parents will also take place, which was originally a governor idea.</p> <p>Governor asked if the child does not go to Grange Juniors do, they still get a transition to their new school? HT said yes, with separate visits but there is not a lot of movement this year.</p> <p><b>Behaviour</b></p> <p>There is one child on a part time timetable due to behaviour, the majority of the time they are in school this has been successful. There are 2 children who have significant behavioural needs and have been violent to both pupils and staff. The school is focusing on inclusion instead of exclusion. Governor asked if this child is going to Nurture and if not, why not? HT said they are not going to a group Nurture as they would disrupt this but they are having their own personal Nurture.</p> <p>Governor was pleased that the school was managing this but asked what are the risks of another child getting injured? HT explained that there is no danger to other children because of all that had been put in place. Governor also raised concern over the well being of staff and asked what was being done? HT explained it is a difficult situation, but all staff are being supported. HT will continue to look at those adults involved and offer emotional support.</p> <p>HT is pleased to report there has been no racist incidents.</p> <p><b>Staff structure</b></p> <p>HT talked through the staffing structure and explained that in Year R there is only one change, Devon Brimcome will be joining the team as the class teacher of the sparrows class and there will continue to be three LSAs with three extra adults supporting EHCP needs. Year 1 sees no changes to staff except for one LSA which will swap with an LSA in year 2, which again has no other changes. All support staff have a post and the staffing structure is very static.</p> <p>Governor asked what will be happening with the sessions JC runs and will these be covered? HT explained she will be doing this with Constance. HT believes this will be good for her and help her to be realistic. Governor asked how many classes there will be in year 2. HT explained 3 home base classes with an extra group for English and maths.</p> <p>EY explained that herself, TW and JH have been through the SIP to RAG</p>	<p>Put CPD report on Schedule of business-</p>
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	<p>rate it and have some questions about the SIP.</p> <p>Forest schools have been on the SIP but there is not an update, is this on hold? HT said that she has been in touch with Gomer school to see their provision and is waiting for a suitable date from them.</p> <p>The Grange Learner is on the SIP and governors felt as if they didn't know a lot about this and couldn't define it. They needed the information. HT said that the review of the vision was done for the summer term, which will be linked to values. This will then develop the Grange Learner, which is in progress at the moment. Once decided this will be shared with the GB and the children.</p> <p>Governor said that on the SIP there were a number of entries that mentioned CPD planning but the governors have not received a report on this and do not know the impact of CPD. HT explained that she has not produced a report like this before but could do so. It was decided it was to be reviewed at the beginning and end of the year.</p> <p>Governor also felt that the GB should be provided with an early year's report. HT questioned as to whether a year 1 and 2 report would be needed also from year group leads but it was decided only an early year's report.</p> <p>HT thanked governors for their questions but suggested that governors review and RAG rate the SIP at different points of the year. This would mean that these questions can be cleared up earlier.</p> <p>JC left the meeting at 5:56pm.</p> <p>TW told the GB that a lot of the SIP was RAG rated green which means that governors have been given the assurance this target was met.</p> <p>JC returned to the meeting at 5:58pm.</p> <p>Governor was concerned that only three governors had taken part in the RAG rating of the SIP. No information was sent out prior to the meeting and they felt that the whole GB should be involved in the decision making. EY explained that herself, TW and JH did it as part of an action from the last FGB. The meeting only took place last night so there was not an opportunity to send it out in advance, which EY apologised for. Governor also felt that this task would not work with the whole of the GB and must be a small working party. It was agreed this information will be sent out to governors but would remain as a small working party.</p>	Clerk
7	<p><b>Governance:</b></p> <p><b>Single Central Record Audit</b></p> <p>EY explained this audit was completed with no issues identified. Governor asked if there was a need to do this more than once a year? EY explained that every year it has been done there has been no issues. Governor suggested this could be because the staffing is very static, if there is a lot of turnover another audit could be carried out and this was agreed. This is also reviewed as part of the SFVS. Governors also agreed that a newer</p>	

Approved by FGB/Signed by Chair:

	<p>governor should join EY to do the audit next year.</p> <p><b>Policy Audit</b> EY said there were no concerns with the audit. A process has now been implemented to ensure that staff are reading policies that have been reviewed and approved by governors.</p> <p><b>Website check</b> HT has been reviewing and making changes to the website. Therefore, a check will be done for the next FGB.</p> <p><b>South East Forum</b> TW said that at this forum it was raised there needs to be a collaboration agreement if the school is to borrow governors. EY will look into this with Grange Juniors.</p>	Look into collaboration agreement - EY
8	<p><b>Governor Feedback (Formal &amp; Informal)</b></p> <p>EY carried out a Safeguarding Visit which has been written up. EY also attended the D-day assembly and found the session to be very heart warming.</p> <p>JC left the meeting at 7:14pm.</p> <p><b>Discuss governor monitoring plan and agree monitoring for this term</b></p> <p>Nurture – SL has done this visit but still needs to write up.</p> <p>Phonics monitoring – SL</p> <p>Pupil conferencing – Questions on Maths, English and book corners – EY, RE and JHa to book in.</p> <p>JC returned to the meeting at 7:15pm.</p> <p>Staff conferencing and values – questions on STEM mapping, Talk for Writing and the reading assessment system. EY and JS to book in.</p> <p>Guided Reading – SL</p>	<p>Write up Nurture report – SL</p> <p>Book in conferencing – EY</p>
9	<p><b>FGB Meeting Minutes 30<sup>th</sup> April 2019</b></p> <p><b>JC and JHa left the meeting at 7:22pm.</b></p> <p>The confidential minutes were unanimously approved by the Governing Body and signed by the chair.</p> <p>A confidential item was discussed here and is on the confidential minutes.</p>	

Approved by FGB/Signed by Chair:



**JC and JHa returned at 7:26pm.**

Governor noted two typos on the main FGB minutes.

With this amendment the minutes were unanimously approved by the Governing Body and signed by the chair.

**Approval and Matters Arising**

<b>Action Number</b>	<b>Agenda item</b>	<b>Action Details</b>	<b>Responsibility</b>
63	5	Investigate amending rolling message on website	HT – <b>Completed</b>
70	7	Update SIP with monitoring govs have done	EY & – <b>Completed</b>
77	7	Email training courses and e learning gov would like to attend, as well as interests to EY	All Govs – <b>Completed</b>
78	7	Update Gov Induction document	EY – <b>Carry forward</b>
79	7	Meet with Natalie Carr to update website	EY – <b>Completed.</b>
81	10	Meet with SM and SENCo to audit policy	EY – <b>Completed</b>
82	6	Feedback to parent R.E confidential item	HT – <b>Carry Forward</b>
83	6	Look into CCTV cameras	SF- – <b>Completed</b>
84	7	Add policy and single central record audit to next FGB	Clerk– <b>Completed</b>
85	8	Feedback on attendance at pupil progress meeting	RE– <b>Completed</b>

Approved by FGB/Signed by Chair:

Date: 16/07/19

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	86	9	Cancel Finance WGBT	TW – <b>Completed</b>	
	87	10	Look into queries on privacy policy – LAC/Govs version? And parents one a DEF model?	HT – <b>Completed</b>	
	<p>SM returned to the meeting at 7:25pm.</p> <p>Action 83 – This is a confidential item and is included in the confidential minutes.</p>				
<b>10</b>	<p><b>Policies for Approval</b></p> <p><b>Home School Agreement</b>  Governor suggested adding to this that parents will need to engage as and when required. HT agreed and will add this. With this amendment the GB unanimously approved this policy.</p> <p><b>Volunteer Privacy Policy</b> – The GB unanimously approved this policy.</p> <p><b>Governor Privacy Policy</b> - The GB unanimously approved this policy.</p> <p><b>Abusive Behaviour/Parent Code of Conduct</b> – The GB unanimously approved this policy.</p> <p>For auditing purposes</p> <ul style="list-style-type: none"> <li>• Physical Restraint</li> <li>• First Aid</li> <li>• E-safety</li> </ul>				Amend home school agreement - HT
<b>11</b>	<p><b>Agreed urgent business</b></p> <p>TW said that the SFVS raises that the GB should be provided with monitoring reports for Finance 6 times a year. Grange reviews them three times a year and feel confident that this is enough for their GB. The finance officer could also attend any meeting to raise a finance issue.</p>				
<b>12</b>	<p><b>Items for the Next FGB Agenda 16<sup>th</sup> July 2019 at 5.30pm at the school.</b></p> <p><b>HT performance review to take place 4.30-5pm. Meet and greet with staff 5-5.30pm.</b></p> <p>Focus: EOY data and Annual Review, Provide strategic targets for 2019/20</p> <p><b><u>HT Written report to include:</u></b></p> <ul style="list-style-type: none"> <li>• EOY Data</li> </ul>				

Approved by FGB/Signed by Chair:

	<ul style="list-style-type: none"> <li>• Attendance (staff &amp; Pupil)</li> <li>• Exclusions</li> <li>• Compare SATs results to targets</li> <li>• Professional day closures next academic year</li> </ul> <p><b><u>Governance:</u></b></p> <ul style="list-style-type: none"> <li>• Governor monitoring completion</li> <li>• Dates for next year</li> <li>• Officers for next academic year</li> <li>• Schedule of Business for 2019/20</li> </ul> <p><b>Policies for approval</b></p> <ul style="list-style-type: none"> <li>• School Behaviour, including written statement</li> </ul> <p>For auditing purposes</p> <ul style="list-style-type: none"> <li>• Medicines</li> <li>• Disciplinary</li> <li>• Homework</li> <li>• Staff Sickness &amp; Absence</li> <li>• E-safety</li> </ul> <p>The meeting ended at 7:45pm</p>	
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## ACTIONS AGREED

Action Number	Agenda item	Action Details	Responsibility
88	1	Write up book look	JHa
89	5	Send out timetable to support LAC report	SM
90	5	Read LAC report and submit any questions to SM and clerk	All Govs
91	6	Put CPD report on Schedule of business	Clerk
92	7	Look into collaboration agreement	EY
93	8	Write up Nurture report	SL
94	8	Book in conferencing	EY
95	10	Amend home school agreement	HT