

**Minutes of the Grange Infant School meeting of the Full Governing Body
Tuesday 24th April 2017 at 5.30pm**

Present: J Heath (JH) Co-opted Governor (Chair)
 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
 C Harman (clerk) Local Authority Clerk
 A Bailey (AB) Prospective Governor
 A Collinson (AS) PHSE representative (left the meeting at 6:01pm)

Apologies: C Green (CG) Staff Governor
 C Matthews (CM) Co-opted Governor

Quorum: present(4 required)

Agenda Number		Action Points
1.	<p>Welcome and Apologies for Absence: The chair opened the meeting at 5.30pm and welcomed everyone.</p> <p>The chair confirmed that apologies had been received and accepted from C Green and C Matthews.</p> <p>The chair confirmed that S James, Parent Governor, had resigned due to family commitments and therefore the parent governor vacancy will need to be advertised.</p> <p>There is already a vacant post for a Co-Opted Governor, and the chair raised whether the Parent Governor post should be given to A Bailey, prospective governor who is also a parent. We could recruit into the Co-Opted Post.</p> <p>It was then decided to leave Andrea as the prospective co-opted governor and recruit a new parent governor.</p> <p>The chair moved on to the approval of A. Bailey. AB was asked to tell the governors why she feels she would be an asset to the governing body. She said that she had some business administration experience.</p> <p>AB left the room at 5.35pm.</p>	<p>HT to organise recruitment of parent governor</p>

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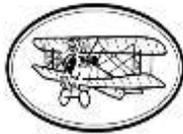
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	<p>The governors discussed and agreed that AB would bring some useful skills and experience to the GB and she was unanimously approved as a co-opted governor for a four-year term. AB returned to the meeting at 5:37pm, was informed of the decision and welcomed to the GB. The clerk confirmed identification was seen.</p> <p>The chair told the governing body that C Green will probably step down as staff governor and therefore, this post would need to be advertised.</p>	<p>HT to organise recruitment of staff governor.</p>
<p>2.</p>	<p>Declarations of Pecuniary Interests: No additional declarations were made.</p>	
<p>3.</p>	<p>Agree Any Other Urgent Business: None</p>	
<p>4.</p>	<p>Approval of Co-opted Governor A Bailey The chair confirmed that this had been covered in item 1</p>	
<p>5.</p>	<p>Presentation by A Collinson on PSHE It was decided that the presentation from A Collinson would go before the Head teacher's verbal report, as A Collinson could then leave the meeting after her presentation.</p> <p>A Collinson then went on to give the governing body an outline of PSHE. She explained:</p> <ul style="list-style-type: none"> - PSHE is Personal Social and Health Education - It's not statutory but is very important to teach <p>AC told us that she had been monitoring the Health Profile of Gosport. For example, teenage pregnancy was high in the Gosport area but this has reduced because of involvement from PSHE.</p> <p>PSHE is all about being the best you can be.</p> <p>AC then went on to discuss the new PSHE scheme called Jigsaw, which is being implemented at Grange:</p> <ul style="list-style-type: none"> - It was £600 outlay for the school. - The main drive for the school over the last 2 academic years has been improving standards across the core. Alongside this, we have been working on 'building learning power' and encouraging resilience in our children. As PSHE supports the development of the whole child, the school wanted to refresh and raise the profile of the subject. The jigsaw scheme was researched and the school felt it would add value to the learning of the children. - PSHE focuses on social aspects of learning. It also includes British Values, Citizenship, sex, and relationships. - Academic research into Jigsaw shows that it increases confidence of staff and can improve the whole culture of the school. 	

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HT confirmed that 48% of pupils need ELSA support so Jigsaw was well needed.

AC explained that Jigsaw also:

- Was enjoyed by the children
- Was relevant to their lives
- Included a mindfulness component.
- Was able to be tweaked by teachers, if they found there was too much sitting time etc.
- Included songs as some pupils were singing a song about the colour of friendship.
- Support the understanding and development of British values

AC gave all governors a copy of the Jigsaw PSHE Policy.

AC highlighted the content on page 3 detailing what different lessons would be taught. She also pointed out the Jigsaw charter, of which all pupils were made aware.

AC also pointed out the Safeguarding element of which EY took note.

AC went onto explain that as part of the Changing Me lesson it would include some sex education. For example, year R would be talking about what they were like as a baby and what do they do differently now and Year 1 would move onto naming parts of the body using the correct terms.

HT explained that:

- Parents have the right to withdraw their child from these lessons
- This term parents would be notified of the content of lessons in Summer 2 and would have the opportunity to speak to the HT and withdraw their child if they wished to. The school will however actively encourage all parents to let their children take part.

Governor asked: Are we anticipating a withdrawal from this lesson?

HT answered no. It is unusual for the younger children to be withdrawn.

AC said that once parents are shown the resources that are used they are unlikely to withdraw their child. She held up simple pictures of parts of the body for governors to see. The younger children start



	<p>to recognise which parts go on a boy or girl. It is not until year 2 that they start to learn which parts of their bodies are private.</p> <p>Governor asked: Why do they wait until Year 2 to teach this?</p> <p>AC confirmed that year 1 touches on it and then it expands more into year 2.</p> <p>Governor asked: When they discuss relationships, does it cover same sex relationships?</p> <p>AC said yes it does. It talks about families; some children have two mums, or a dad and his male partner. Also mixed race families.</p> <p>AC left some folders and resources for Governors to look through.</p> <p>Governor asked: What are we sharing with parents?</p> <p>HT explained just the information that covers sex and relationships as all other topics are covered and explained within curriculum maps. If parents are not happy, they will have the opportunity to speak to her.</p> <p>Governor asked: Are there specific lessons for PSHE?</p> <p>AC confirmed yes. The same topics are covered within year groups but there is a progression of skills to ensure that each year group are covering different aspects and are not just doing the same learning at the same level.</p> <p>EY suggested it was appropriate for a Governor to see these PSHE lessons in action, and as it was linked to Safeguarding it would come under her realm.</p> <p>The Chair thanked AC for her presentation; AC left the meeting at 6:01.</p>	<p>EY to visit a PSHE lesson</p>
<p>6.</p>	<p>Verbal report from Head Teacher</p> <p>SIP review (previously circulated)</p> <p>HT went through the Strategic Plan and covered the areas that were amber/ red and gave reasons for this.</p> <p>1.1b - Rolling programme of visits to local schools to look at good and outstanding practice. Look at Siskin and Padnell Infants for comparisons</p> <p>Shared practices between schools has been with a focus on Maths. Teaching was observed in both schools. We do want to do more but</p>	

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there needs to be a balance of time out of class and in class. The school SLE for maths has been supporting the development of the maths leader at Padnell.

1.1d School SLE to be given one day a week to work across year teams with a focus on quality first pedagogy for maths. Key focus- Mental arithmetic

There has been conferencing of children with a focus on strategies and fluency. The introduction of guided reasoning has been a big part of the work. This has led into the school investing in the Mathematics programme. Maths monitoring has focussed on conferencing of guided reasoning. The observational focus will change for Summer 2 depending on the needs of the school. We need to see what the impact of this is before it moves to green.

1.1.e Early years lead to be put forward for lead practitioner and coach across EYFS team on effective early years provision in English and maths

There are strategies in place to support children who are exceeding. There is the introduction of fluent writing books. This allows children the opportunity to apply and consolidate skills. Again it's still on amber because we need to see that it is consistently working.

1.1.g To continue to work with Pioneer teaching Alliance leadership programme to train year leads as coaches

This is happening and leaders have had coaching from the Pioneer team. They have observed practices with Moira Groves and have had training in effective lesson observation and feedback. Report shows evidence of impact but the training has just finished and we need to show continued impact which is why this is on amber.

1.1.i HIAS advisors to work with English and maths leaders looking at curriculum and provision across EYFS and KS1. They will also support school improvement priorities

Amber because this is ongoing. Reports reference impact, results shows improvement but we would like to see another set of results before this moves to green.

1.1.m All teachers to take part in GEIP 'Growth mindset' conference and workshops

All teachers attended this conference. Growth mindset displays are now in classes. Jacqui Simpson is our representative and has



attended the first workshop. Amber because this project is in its early stages.

1.2b Opportunities for children to exceed expectations in reading, writing and maths to be proactively planned for.

We are on track with this. But it has not moved to green because we have not had the end of year results. Data shows impact

1.2d Pupil progress meetings to target vulnerable groups and focus on strategies to improve and close gaps with a particular focus on FSM and SEN children and the number of children exceeding expectations across the core in both EYFS and KS1

Again this is in place but cannot be moved to green until we have the end of year validated results.

1.2f SENCO role to include data tracking and provision for all vulnerable groups and provision map to be put into place from Autumn term

Again we have evidence of impact but ongoing

1.2g Pupil premium afternoons to be put into place 4 afternoons a week across KS1 to target children who need to be supported or extended

The data shows that by the end of KS1 the gap is closing considerably. We need more evidence of early years and year one. Head teacher report does show that the gap is diminishing in these year groups but we want more evidence over time.

1.2h Weekly book scrutinies at the start of PDMS to focus on provision and progress for groups. These groupings will be tracked and change on a weekly basis

These are happening weekly. Continue the focus with provision for SEN

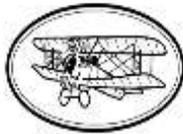
1.2j FC @ number in place for identified children across KS1. Programme to support identified FSM children who are falling behind as first priority.

On track but to turn green we need more evidence over time for the gap diminishing in early years and year one.

1.3c High tea with the HT to be introduced on a weekly basis



	<p>where children will come and discuss learning and progress in books</p> <p>The High Tea needs to be consistent but again need more evidence over time for the gap diminishing in early years and year one.</p> <p>1.3f Subject leaders to be given designated SL time to enable them to observe and feedback on lessons and monitor initiatives that have been put in place.</p> <p>Lesson observations have been completed in terms of peer coaching. LLP and Pioneer Alliance. Summer two leadership will form part of the monitoring round.</p> <p>1.3h Moderation of planning to form part of role of SLE and LP when in place</p> <p>This is in place so can be turned to green.</p> <p>1.3j SENco to become 3x days per week non class based from September to support monitoring of vulnerable groups across the school</p> <p>Provision map in place. The summer term focus is to continue to spend time in classes supporting teachers with first class provision.</p> <p>2.1c, d and e</p> <p>c. All children to be given a success and point for improvement following a piece of completed work</p> <p>d. All children to be given designated time and encouraged to respond to feedback during before and after lessons as appropriate</p> <p>e. Editing and improving to be developed with all children across all subjects</p> <p>Amber because these actions are in place but ongoing.</p> <p>2.1f Developmental marking throughout lessons to be used across all subject areas to move learning forward at the time of the lesson. FSM and SEN children to be first priority.</p> <p>This again is ongoing but books evidence children making progress across phases.</p>	<p>HT to update SIP and resend</p>
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2.1g Policy for marking of foundation subjects to be clearly defined and implemented

This is amber because there was an initial conversation about marking against LI as a result of book scrutiny but there is more we want to do with it, especially with foundation subject areas.

Governor asked: What are these subject areas?

HT explained they were Art, History and Geography etc Then continued:

2.2b Science to be introduced into books across year 1 and year 2 and marked in accordance with feedback and marking policy

This is green for year two and amber for year one as HT would like more evidence after our Science SLE has finished his work with them

2.2d Progress trackers to be introduced into year groups for all groupings. These should be updated at data points by teachers. Trackers are in place and working for all year groups

Target will remain amber until end of year data is in.

3.1h Training given on HAM to year leaders to ensure they can effectively access reports from HAM and use these to analyse data

This has now been done and can be turned to green.

3.2 e and f

e. Moderation of books to happen as part of cross team learning so teachers are consistent with judgements across year teams

f. Moderation cluster to continue to ensure that teachers are secure in their judgements

Moderation cluster to support yr 1 in 2016/17

Cluster moderation has evidenced teacher's judgements as secure. However, this will stay as amber until the end of the year until the data is in.



	<p>4.1dSENco to receive bespoke training programme from Pioneer Alliance for new SENCOS</p> <p>Amber because it is still ongoing</p> <p>4.1f Year leader to lead parental workshops on a rolling programme to raise profile of areas for improvement</p> <p>This has now been extended to teachers and is happening each term. Still ongoing.</p> <p>EY explained that that she did attend one and it was very good. It is good to see what the children are learning about.</p> <p>HT continued:</p> <p>4.1gYear leaders to have weekly dedicated time to look at provision for progress within their year teams</p> <p>Time is in place and this is being used effectively but still ongoing.</p> <p>4.2eGoverning body meeting cycle to be held monthly to ensure timely meetings for data and action</p> <p>This is happening but we are on the first year cycle so need to see what the impact is.</p> <p>4.2gGovernors to conference stake holders with HT on a termly basis</p> <p>Conferencing of stakeholders is happening but this needs to happen on a more regular basis.</p> <p>A discussion then took place between governors to discuss this conferencing. There is a need to talk to parents and children, similar to last year when this was done at sports day. However, it was suggested that we get some approved questions to ask. Chair said that it would be a good idea to reflect on this plan again to see what has changed to green.</p> <p>HT to put the latest updates on and then send to Governors</p> <p>SEF Review (previously circulated)</p> <p>HT explained that the SEF was about 19 pages long and had lots of detail in it. Therefore, a simple summary document was created to</p>	<p>HT to resend SEF(HT by next FGB)</p>
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ensure it captures all of the main, important points. HT looked at each area of the Ofsted framework and added key priorities. HT has slightly amended this since it was sent out with the agenda and will re send.

Able provision feedback

- The HT went through the school's strategy for supporting the more able:
- Year 2 are currently split 4 ways allowing for more personalised provision for those children being supported to reach mastery.
- Planning highlights activities designed for more able children in all year groups
- Afternoon interventions allow for opportunities to extend and support. These are in place for all year groups.
- MA book scrutinies are timetabled as part of PDMs and actions identified.
- Subject PDMs have a focused aspect on MA
- Able children are discussed as a focus of PRMs
- Emotional support is provided for children who may be academically able but also suffer from some aspects of anxiety
- Able PP book club in place for years 1 and 2.
- Athletics club available to KS1 to support with fluency.

Governor asked: Next year will there be 4 classes in year 2?

No as unfortunately the budget and number of pupils will not support a 4th class in year 2.

We have been pleased with the impact of the 4th class this year and will ensure that provision is put in place for MA children next academic year but this will not be through a 4th class

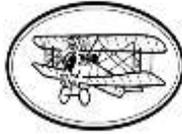
Prevent duty and fundamental British values

HT explained:

- All staff have had a recap with the online prevent training
- Teachers are looking at long-term plans and how we can embed British Values into them.
- British Values assemblies remain a key focus at the start of the week to set the theme for the week.

Governor asked: Who has access to afternoon catch up provision?

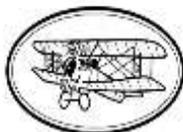
HT answered that every child has access to intervention



	<p>HT then distributed and talked about a parents view questionnaire, which was conducted in October 2016.</p> <ul style="list-style-type: none"> - 148 surveys completed and returned <p>Again an extremely positive response.</p> <p>This will be passed to Ofsted.</p> <p>Governors Goal JS distributed and talked about the Governors Goal, which was a summary of what Governors had done. In addition, how Governors are closely involved with the school.</p> <p>HT said that it would be useful to add with information for the Ofsted Inspectors.</p> <p>The chair suggested making one amendment and remove “monitoring” from the first section.</p> <p>JS to amend and then send update to everyone. HT to put with Ofsted material.</p> <p>JS also distributed an introduction sheet to be placed in the Governors folder.</p> <p>Safeguarding update</p> <p>EY gave an update on safeguarding:</p> <ul style="list-style-type: none"> - EY had met with the HT - Staff have been told not to use any of their personal equipment such as phones and ipads for school business. - Each class has an iPod, which takes pictures and videos to be used. - EY has dip sampled and has had discussions with HT had on how they were logged and followed up. - TW confirmed she had attended safeguarding training. <p>Governor training</p> <p>The chair confirmed the current Governor induction process is:</p> <ul style="list-style-type: none"> - The chair to meet with new governors. - New Governors follow an induction for which we have a tick sheet. Safeguarding is a priority. - An update of Governor training to date is needed. <p>TW said that she had suggested in her feedback on Safeguarding training that more up to date examples could be added.</p> <p>EY was asked to be new governor AB’s mentor.</p>	<p>conferencing Yr2. (Ch by next FGB)</p> <p>Chair to further analyse</p> <p>JS to amend and send update. (JS by next FGB)</p> <p>Clerk to email induction tick sheet to chair. (CI by next FGB)</p> <p>JS to print off Governor training to date. (JS by next FGB)</p>
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8.	<p>FGB Meeting Minutes 13th March 2017: 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> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">22</td> <td style="width: 10%; text-align: center;">8</td> <td style="width: 60%;">GB parent questionnaire spring 2</td> <td style="width: 20%;">Now complete.</td> </tr> <tr> <td style="text-align: center;">25</td> <td style="text-align: center;">8</td> <td>Complete and send JS and clerk generic skills forms by 14/2/17</td> <td>Now complete.</td> </tr> <tr> <td style="text-align: center;">28</td> <td style="text-align: center;">6.a</td> <td>Complete safeguarding checklists by 21/3/17</td> <td>Now complete.</td> </tr> <tr> <td style="text-align: center;">32</td> <td style="text-align: center;">5</td> <td>Review physical restraint log (termly) and report to GB</td> <td>JH – Carry forward</td> </tr> <tr> <td style="text-align: center;">34</td> <td style="text-align: center;">6</td> <td>Parent questionnaire (SEN) to be sent by 31/3/17 and results back to FGB</td> <td>Now complete.</td> </tr> <tr> <td style="text-align: center;">35</td> <td style="text-align: center;">7</td> <td>Send governors draft report on governor activities for the web site by July 2017</td> <td>JS – Change due date to July</td> </tr> <tr> <td style="text-align: center;">36</td> <td style="text-align: center;">7</td> <td>Send JS staff questionnaire for audit of performance management for completion by 30/4/17</td> <td>JH - Carry forward</td> </tr> <tr> <td style="text-align: center;">37</td> <td style="text-align: center;">7</td> <td>Send revised induction procedures to next FGB for approval to include prioritising safeguarding</td> <td>Clerk - Carry forward</td> </tr> </table>			22	8	GB parent questionnaire spring 2	Now complete.	25	8	Complete and send JS and clerk generic skills forms by 14/2/17	Now complete.	28	6.a	Complete safeguarding checklists by 21/3/17	Now complete.	32	5	Review physical restraint log (termly) and report to GB	JH – Carry forward	34	6	Parent questionnaire (SEN) to be sent by 31/3/17 and results back to FGB	Now complete.	35	7	Send governors draft report on governor activities for the web site by July 2017	JS – Change due date to July	36	7	Send JS staff questionnaire for audit of performance management for completion by 30/4/17	JH - Carry forward	37	7	Send revised induction procedures to next FGB for approval to include prioritising safeguarding	Clerk - Carry forward
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9.	<p>Governor Monitoring Reports</p> <p>The chair confirmed that two monitoring reports had been previously sent and asked if there were any questions.</p> <p>Governor asked: Do we have any surplus for pupil premium?</p> <p>HT answered no and urged Governors to read the pupil premium strategy on the website.</p>	<p>All Govs to read pupil premium (ALL by next FGB)</p>
10.	<p>Agreed Urgent Business: None.</p>	
11.	<p>Correspondence:</p> <ul style="list-style-type: none"> • None due to the Easter Holidays • The chair confirmed that the Clerk would need to send school communications every Monday. 	
12.	<p>Items for the Next FGB Agenda Tuesday 23rd May 2017 at 5.30pm</p> <p>FOCUS: Phase 3 Data/Work Scrutiny/Subject Presentation on R.E/Pupil Conferencing/Finance (approve budgets)</p> <ul style="list-style-type: none"> • Budget outturn and any significant variances • Approve new budget & 3 year plan • Approve capital budget and plan <p>Written HT report:</p> <ul style="list-style-type: none"> • Attendance • External/internal progress and achievement data <p>The chair thanked everyone for their attendance and deliberations, and closed the meeting at 7.30pm.</p>	

ACTIONS AGREED

Action Number	Agenda item	Action Details	Responsibility
1		Put recruitment process into place for vacant Parent governor post.	HT
1		HT to organise recruitment of staff governor	HT
5		EY to visit a PSHE lesson	EY
6	A	Amend and re send SIP	HT
6	B	Resend SEF	HT
7		Send out dates to JS for High Tea.	HT
7		EY and AB to create questions and forward to HT	EY
7		Speak with CM about conferencing Yr2	Chair

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7		Amend Governor's goals and send update	JS
7		Email induction tick sheet to chair.	Clerk
7		Print of Governor training to date.	JS
9		All Govs to read pupil premium	ALL

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