



Henleaze Infant School

Governing Board Meeting Minutes

Wednesday 9th December 2020, 4pm

Virtual Meeting

Members:

Janet Bremner (JB) – Chair	LA Governor	Gemma Fricker (GF)	Headteacher
Elizabeth Smith (ES)*	Co-opted Governor	Richard Lukes (RL)	Parent Governor
Vincent Smith (VS)	Co-opted Governor	Amar Shah (AS)	Co-opted Governor
Linda Bamber (LB)* – Vice Chair	Co-opted Governor	Richard Holm (RH)	Co-opted Governor
Becci Simmons (BS)	Staff Governor		
Ania Kopel-Hanna (AKH)	Parent Governor		
Kate McGreal (KM)*	Co-opted Governor		
		Rachel Bateson (RB)	Clerk
*	<- Indicates absent.		<- Indicates question asked
			<- Indicates decision made

1, Apologies & annual declarations: business interest & safeguarding.

The virtual Governing Body meeting commenced at 4.03pm. Apologies were accepted for LB, KM and ES. It was noted that RH would have to leave the meeting at 5pm and JB at 5.15pm. RB updated the register of attendance and recorded that there were no changes to pecuniary interests.

2, Chair's Report

JB informed the Governing Body that Governor recruitment would be a priority in the New Year following the resignation of JJ. **ACTION JB to contact Governors for Schools and Inspiring Governance to find prospective candidates with legal and compliance skills.** JB stated that ES wished to remain on the Governing Body and would be able to attend meetings from May 2021 onwards. In the interim, it was agreed that RL would support VS in the role of Safeguarding Governor. JB updated those present regarding the completion of GF's performance management which she had conducted with Inge Fey. GF stated that it had been a collaborative and useful process.

3, Headteacher's Report

GF's report had been previously uploaded to Governor Hub. She thanked Governors for the questions that had been raised prior to the meeting. GF updated those present regarding pupil numbers and attendance, stating that three new pupils would be joining the school on 5th January. Attendance as of 1st December was 97.4%, compared to 87.9% in Bristol primary schools, which was a reflection of parental confidence in sending their children back to school.

GF explained that she had met with RB for an attendance review meeting. She highlighted that periods of self-isolation had occurred in two classes. There had been fewer incidents of pupil lateness, with Inclusion Team support being provided for two families. There had been three Fixed Term Exclusions Penalties for a pupil.

No holiday requests had been made during the period. However, a small number of families had asked if their child could self-isolate prior to the Christmas break. GF explained that whilst being unauthorised, this would not incur a Fixed Penalty Notice.

Behaviour incidents logged on the school's record system CPOMs had risen, which in part reflected staff becoming more adept at using the system. The school was closely monitoring the safeguarding and welfare of pupils. Staff were also going to receive training on supporting pupils in emotional regulation on the Inset Day on 4th January. In addition, there had been a small number of incidents categorised as bullying which were being closely monitored and the school was receiving support from the SEN and Behaviour Support Team.

GF gave an overview of pupil progress and attainment. She stated that pupils had a lower attainment following the return to school, when compared to previous years. Attainment for the SEND and Pupil Premium groups were below their peers and Summer-born boys were also lower attaining than other groups, however extra support was being given.

Governors asked about the data on segmenting and blending for pupils in Reception. GF replied that Mrs Browne was aware that some pupils needed extra support. She was working hard with her Reception colleagues on moderation and monitoring of interventions to address the issue. GF added that the main focus was on catch up interventions for the school. Catch up funding had been used enable a research led literacy intervention. On average, pupils in support groups had made a six point gain in reading and writing after their block of support. In addition, a new maths intervention for Year 2 pupils was to be rolled out shortly. Precision Teaching and Blending interventions were also having an impact and funding was being used for Key Stage 1 teacher-led small groups and one to one catch up work as required.

GF informed the Governing Body about the recent Year 2 phonics screening. This had been carried out as the pupils had missed the screening usually done in the summer term of Year 1. She explained that attainment had been very positive overall, with some variations across classes.

Governors queried how the data compared both nationally and to previous years. GF replied that the average score for pupils was 35 versus a national figure of 34 (in the last published data set 2018/19), and the score for pupils in our school in 2018/19 was 36. Governors concluded that the results were a good outcome overall. They requested that in future data comparisons at a school and national level be given. **ACTION GF to amend the phonics screening data averages to include comparisons at a school and national level.**

Governors asked if GF was concerned that the school had only six months of the academic year left to address any shortfall in phonics for Year 2 pupils. GF replied that had the pupils been able to remain in school, they would have been on track to meet school targets. However, a detrimental impact had been caused by the unavoidable school closure and need to do home learning. Despite this, 86% of pupils had reached age related expectations in the recent phonics screening and the 14% of pupils for whom there was a concern would receive targeted support.

Governors queried how much time pupils in intervention groups would be out of the classroom and how this would be made up. GF responded that the teachers tried to balance the time out of the classroom attending intervention groups and assured those present that phonics interventions were short five minute sessions. BS added that the teaching team prioritised what was important for the pupils to ensure they made the best progress.

GF apprised Governors of developments in staff training. She explained that there had been a whole-staff Inset on 23rd October with a focus on Quality First Teaching for children with Special Educational Needs on 23rd October, followed by Curriculum Leadership and PE on the 2nd November. The provision for children with Special Educational Needs was a feature of monitoring throughout the remainder of the year.

In addition, there has been training for the new Reading Leader Julia Fitzpatrick with the English Hub. The Governing Body was informed that BS had started her National Qualification in Senior Leadership and Ruth Gibson and BS had re-started their work with the Maths Teacher Research Group. GF added that the Newly Qualified Teachers had

phonics training and Recently Qualified Teachers had started a program of training in subject leadership. Those present congratulated BS on pursuing these endeavours.

Governors asked BS what project she would be undertaking as part of her Senior Leadership Qualification

BS replied that the project was to implement Funkey Maths across the school to ensure a positive impact on maths data. Funkey Maths was being rolled out in Year 2 first and then work would be undertaken to adapt it for the rest of the school and to build staff confidence.

GF informed the Governing Body that the whole staff would be involved in training through NW24 on the 4th January Inset Day, with a variety of curriculum development areas as a focus for the morning, with the majority staff involved in training to develop understanding around emotional regulation.

GF concluded her training update by outlining the mental health training to be undertaken by the school. She stated that two staff have been elected to train as Mental Health First Aiders. The choice of training provider was still to be confirmed, however, it was expected that the training would take place in terms 3 and 4.

GF informed the Governing Body that there had been two visits from the Bristol Education Partner, Inge Fey. These were planned to support the development of middle leaders in their subject leader roles. Inge led some whole-school training for half a day, then returned for a second half day to have individual meetings with leaders. A brief learning walk also occurred to monitor engagement of children and assess the learning environment. Inge noted that all three senior leaders conveyed a detailed knowledge of the strength and areas for development in their subject areas and had an in-depth understanding of the children's needs.

GF added that the Term 2 phonics SLE visit had been cancelled, however, Julia Fitzpatrick had carried out the monitoring instead.

Governors asked if this had been sufficient

GF assured them that Julia was highly experienced and that the process had been very thorough. In-school monitoring of lessons had taken place in three classes as well as a whole-school environment monitoring walk. It was noted that recent training had a positive impact on good practice amongst the Newly Qualified Teachers.

GF informed those present that the all-weather surface funded by FHIS and School Fund would be in place by the end of term increasing the usable space in the main playground and the ELLI display was being installed shortly. GF added that Ruth Gibson had arranged for an external theatre group to perform for the children. Governors expressed their thanks to RG for arranging this.

GF requested that the Governing Body noted the following dates:

Monitoring dates

Term 3- 26th January: Writing lesson observations and Book Look

Term 4 -8th March Curriculum Book Look

Term 5- 27th April: Special Educational Needs provision

BEP visit

Term 6- 1st July (TBC) Review of School Development Plan Headteacher appraisal

GF invited Governors to attend the monitoring and BEP days.

Governor Day Tuesday 18th May

Timings were agreed as follows: those available Governors to arrive at 8.35am to be in the playground greeting families, lunch with pupils at 12pm and Full Governing Body meeting commencing at 1.30pm

Staff recruitment of Higher Level Teaching Assistant (HLTA)

GF informed Governors that there had not been a strong enough field to recruit a new HLTA, however, a plan was in place to use known supply to cover the role in the interim, thus ensuring consistency.

Celebrations

Governors congratulated BS on the production of the virtual tour for prospective parents which had been uploaded to the school website. GF also thanked RL for his assistance with this. GF added that the virtual parents' evenings had been a success. Governors stated that they approved the use of the new system and thanked RB who had led on the use of a new platform.

4, Staff well-being review and update regarding mental health support plans

Governors queried whether a member of the Governing Body should undertake the Mental Health First Aid training alongside the two members of staff. It was agreed that this would not be an option due to the associated costs, however, it was acknowledged that mental health awareness was a developing area, and that free training may become available for Governors via the Governor Development Service or other online sources. **ACTION GF to keep Governors informed regarding the implementation of the support plans and numbers of referrals.**

Resources Committee Update following the meeting on 11/11/20 (agenda item 7)

RH explained that the Resources Committee had authorised the allocation of funds to help pay for an all-weather surface, IT equipment and additional teaching resources from the School Fund as these initiatives would benefit all pupils. RB added that the 2018/19 School Fund had been audited and JB authorised the use of her electronic signature on the audit document.

RH left the meeting at 5pm.

5, Link Governor Reports - Curriculum Reports for Reading, Phonics and Computing

The Link Governor reports for Reading, Phonics and Computing had been uploaded to Governor Hub. AS explained that he had worked with GF to produce a pro-forma template for the Link Governors Reports that could be used for all subject areas. Governors agreed this would ensure consistent reporting and thus be beneficial.

Governors requested that a clear and timely calendar for Link Governor Reporting be created for next year. **ACTION GF to publish a Governor Core Subject Lead Reporting Programme covering the three points in the academic year.**

RL stated that he had met with Ruth Gibson and Julia Fitzpatrick to review literacy action plans, although no data had been available. GF thanked RL for his Reading and Phonics Report. There were no questions arising.

AS raised the issue of Purple Mash in school, following a recent competition that had only been accessed by twenty Key Stage 1 pupils. Governors suggested that greater engagement should occur across the school with more competitions that pupils can complete at home.

Governors highlighted the importance of monitoring curriculum intent statements. GF explained that the key subject leads wrote curriculum intent statements which were then published on the school website. Writing and Maths had recently been completed. **ACTION GF to post on Governor Hub a notification of any updated curriculum intent statements.**

Review minutes of meeting on 19th October 2020 and matters arising (agenda item 10)

The minutes were signed as a correct record. All the outstanding actions had been completed. JB left the meeting at 5.15pm and AS took over as Chair

6, Governor Development Plan

It was agreed that the detail of the Governor Development Plan should be discussed at the next meeting when more Governors would be present. **ACTION RB to put the Governor Development Plan on the agenda for the FGB meeting on 8th February 2021.**

The following Curriculum Governor roles were assigned:

- Behaviour and Welfare/PSHE/RE/PE (AKH)
- History/Geography/Music/Art (RL)
- Computing/Science/DT (VS)
- Maths (AS/VS)
- English (RL)
- EYFS (LB)
- Safeguarding (ES/VS/RL)

It was decided that each role would be held by at least one Governor with a backup available should the need arise.

Governors thanks VS for his amazing commitment to the Governing Body over many years and the numerous roles that he had undertaken. VS stated that he was happy to remain a Governor following the conclusion of his four-year term, in order to provide support to AS and RL in the next academic year.

GF notified those present that curriculum reports for PE and Art were included on the monitoring schedule for next term. **ACTION GF to review the monitoring schedule.**

8, Health Check Questionnaire

Governors considered each of the questions in the Governor Hub Health Check Questionnaire and RL recorded the average scores and Governor comments.

The following points were highlighted:

Governors debated the degree to which they held leaders to account (Question 14) and asked difficult questions of the leadership team. The need to supportively challenge was discussed. GF commented that in her opinion, the Governing Body did dig deeper into issues and showed an interest.

Governors queried levels of Special Educational Needs provision (Question 1) and support provided by the school, suggesting that this was an area that required more focus. GF acknowledged that there was a need to improve Special Educational Needs support and that this was reflected in the School Development Plan. However, the school was impeded by a lack of resources from the Local Authority. **ACTION GF to facilitate a meeting of the Special Educational Needs Governor Group in January 2021.**

BS suggested that the school could improve how it communicated with parents of Special Educational Needs children. However, she added that staff felt supported, school development plans were robust and there was access to more training. Governors replied that they were pleased to hear this and acknowledged the improvements that had been made. GF concluded that it had been a collaborative effort, and whilst staff recognised the issues requiring improvement, high workloads sometimes impeded their ability to resolve them.

ACTION RL to update the Health Check document on Governor Hub to enable those absent to review the results.

ACTION KM/LB/JB/RH to inform RL if their views are widely different, so that the scores could be amended and comments recorded. It was agreed that the Health Check review should be conducted annually.

9, Any other business

GF thanked AKH for uploading the Special Educational Needs Assessment, Planning and Review presentation. RL informed those present that JB would be writing a letter of thanks to staff for all their hard work.

11, Confirmation of next meeting date

Resources Committee – 26th January 2021 at 4.30pm

FGB on 8th February 2021 at 4pm

The meeting closed at 6pm

ACTIONS

Item	Action	Initials
2,	JB to contact Governors for Schools and Inspiring Governance to find prospective candidates with legal and compliance skills.	JB
3,	GF to amend the phonics screening data averages to include comparisons at a school and national level.	GF
4,	GF to keep Governors informed regarding the implementation of the support plans and numbers of referrals.	GF
5,	GF to publish a Governor Core Subject Lead Reporting Programme covering the three points in the academic year.	GF
5,	GF to post on Governor Hub a notification of any updated curriculum intent statements.	GF
6,	RB to put the Governor Development Plan on the agenda for the FGB meeting on 8 th February 2021.	RB
6,	GF to review the monitoring schedule.	GF
8,	GF to facilitate a meeting of the SEND Governor Group in January 2021.	GF
8,	RL to update the Health Check document on Governor Hub to enable those absent to review the results.	RL
8,	KM/LB/JB/RH to inform RL if their views are widely different, so that the scores could be amended and comments recorded.	KM/LB/JB/RH

Approved: _____ Date _____