



## Henleaze Infant School

### FGB

**21<sup>st</sup> March 2022 @ 16.00**

### Hybrid meeting

Name	Position	Initials	Attended	Apologies	Absent
Melissa Finch	Co-opted Governor	MF	x		
Gemma Fricker	Head Teacher	GF	x		
Richard Holm	Co-opted Governor	RH		x	
Ania Kopel-Hanna	Co-opted Governor	AKH	x		
Richard Lukes	Parent Governor & Co-Chair	RL	x		
Alarna Samarasinghe	Co-opted Governor	ASa	x		
Amar Shah	Co-opted Governor & Co-Chair	ASh	x		
Farzana Shehzad	Co-opted Governor	FS	x		
Becci Simmons	Staff Governor	BS	x		
Elizabeth Smith	Co-opted Governor	ES	x		
Sarah Smith	Co-opted Governor	SS	x		
Vincent Smith	LA Governor	VS	x		
Louise Walton	Parent Governor	LW	x		
Janet Bremner	Associate Member	JB	x		
Aggie Forster	Clerk	AF	x		
Lauren Oram	Associate Member & SBM	LO	Not expected		

The meeting started at 4pm

Item	Minutes	Action
<b>1.</b>	<b>Welcome &amp; Apologies</b>	
	<p>Apologies were received from RH.</p> <p>RL welcomed all, recognised that the meeting was taking place in a hybrid format with seven governors attending in person and six attending remotely. RL said that they would welcome feedback after the meeting and noted that Governors would soon need to finalise 2022/23 dates and times and they wondered if a discussion was needed around meeting formats going forward.</p> <p>Add to next FGB Agenda?</p>	Clerk
<b>2.</b>	<b>Approval of minutes</b>	
	<p>The minutes of the meeting held 13<sup>th</sup> December 2021 were confirmed as an accurate record, approved as to be signed by the Chair.</p>	



Item	Actions from previous meeting	Initials	
4	Purchase blinds	LO	
4	RC minutes of 9 <sup>th</sup> November 2021 need to be amended to read three shared caretakers, not two.	AF	Done Jan 2022
7	Make requested changes to policies: correct typos, add School's name etc.	AF	Done Jan 2022
7	A recent, significant change in the law regarding Special Guardianship is not reflected in model policies – feedback to LA required.	LO	No change required
7	Research improved wording for Complaints procedure	JB	
7	Return revised Complaints procedure to a subsequent FGB	AF	
10	Arrange for later site lock up for FGB 13.12.21	LO	Early March

Clerk to send signed copy to Rachel for the website. Action Clerk.

Clerk

### 3. Matters Arising

The blinds have been purchased.  
JB and ASH are still in consultation regarding the improved wording for the Complaints Procedure.

Return matter to next FGB. Action Clerk

It was noted that a 17.30 finish, is not late enough to require a late lock up.

Clerk

### 4. Head Teacher's Update

GF filed a written update that included: the number on roll, attendance, lateness and exclusion numbers (N.B. there were no exclusions), behaviour, pupil progress and outcomes, school improvement and staffing updates. The appendix relating to outcomes is detailed below.

Appendix 1: End of Term 3 data

	Reading			Writing			Maths		
	Term 1 R Entry	Term 2	Term 3	Term 1 R Entry	Term 2	Term 3	Term 1 R Entry	Term 2	Term 3
Year 2	67% 25%	71% 26%	74% (27%)	71% 16%	71% 8%	71% (10%)	77% 17%	79% 14%	78% (13%)
Year 1	68% 20%	74% 28%	78% (28%)	63% 13%	71% 21%	71% (20%)	78% 11%	83% 16%	82% (16%)
Reception	61% 3%	71% 3%	79% (3%)	55% 1%	61%	73% (2%)	55% 1%	73% 3%	76% (2%)

Governors thanked GF for their comprehensive update.

Questions in advance of the meeting were requested and are addressed below. Thanks were given to Governors who submit questions in advance of the meeting.

Q - The pupil numbers are given as 241, does this include the 2 children who are considering/being considered for entry?

A new pupil started in Year 2 on the day of the meeting. Pupil numbers are 242 as of this morning.

A reception admission is being planned for an addition child taking the number on roll to 243. This child has an Education and Health Care Plan (EHCP) in process and will require a risk assessment an additional needs staffing. Transition from their existing setting will be carefully planned.

Q – A Governor inquired whether these two additions will bring extra finance?

The census, on which per-capita funding is assessed is in October, so extra children at this point in the year will not bring extra funding.

GF requested that she spoke regarding attendance before moving to the next question.

Attendance at present, at 89%, is lower than national average and lower than the recent Bristol average. This is unusual for HIS.

Some authorised absences are linked to Covid and are due to holidays rearranged from lockdown. Presently no fixed penalty notices have been issued. Detail regarding absences with reference to key groups (Free school Meals, SEN etc.) were given at the Curriculum Committee's 15<sup>th</sup> February meeting detailed below. Please note that overall attendance appears to have fallen since this meeting.

**Sept 2021 to 22nd January 2022**

School attendance 96.9% (Bristol 94.8%)

School FSM group attendance is 91.7%

BAME 89.1%

SEND 93.2%

Analysis of year group key group attendance <90% shows that of 5 children in Reception, 1 has an EHCP and 2 are EAL;

Of 8 children in Year 1, 1 has SEND support;

of 22 children in Year 2, 2 are in receipt of Pupil Premium and 2 SEND support

GF has issued reminders regarding attendance to some families and reports this has helped.

GF also reports reduced incidence of high-level behaviour concerns; there have been no accident reports filed and fewer [Team Teach](#) interventions recently. This essentially means that there have been fewer incidents where 1 child has need to be physically handled as a result of a behavioural incident: 11 in the spring terms compared to 33 in the autumn terms. GF concludes that the school's strategies are working.

GF carefully monitors patterns of behaviour incidents in the SEND cohort. Emotional & social difficulties are registered.

Presently there are eight children on behaviour plans and six of these are supported by the ELSA.

Q - Does behaviour improve as children go through the school?

GF reflected that it's not that simple.

GF has recently consulted with Health, Social and Educational Psychologist in a 'Team round the School' meeting<sup>1</sup>.

GF reports more behavioural incidents with boys. Boys represent 62.5 of the total HIS cohort. Within the SEND cohort, GF reports that a lot more boys presenting with challenging behaviours.

Q- Considering the reported 75% target for Age Related Expectation (ARE) in writing as a school, GF comments about interventions to accelerate progress next term, the Governor asks how closely will this intervention be monitored? And if it will be possible to get a a mid-term update?

GF reiterates the ambitious whole school writing targets of 75% of all children meeting ARE for this point in the year during curriculum recovery. Presently, in years one and two 71% of children are meeting ARE and in reception, 73%. A to Z Early Literacy Intervention, a six-week programme is planned for some children.

There will be entry & exit assessments, but no mid-term assessment. The school does lots of data tracking; GF is reluctant to do more. It's a six-week programme, there will still be two terms to do more if needed.

GF spoke of two children on the SEN register that are not responding to present teaching. GF is consulting on ways to make progress with these children.

Q – Regarding the proposed targeted intervention for blending with the SEND cohort, how will the progress of this be monitored?

Progress now being tracked by SENDco. SEND children's reading progress in tracked via book bands.

Q – There was two queries regarding the UWE student teachers: when do we know if they are coming and how many? And can this be factored into our advance planning?

GF replied that the school can plan to some extent, but not much is known about individual needs in advance and the students need the right offer for them. It is a careful balance between the school's needs and the students' needs.

Q – Concerning the data supplied, is it possible to achieve a pre-Covid comparison to gauge if the Covid impact is still being felt?

Term 3 data from 2019/20 is really similar for writing and maths; it's within 5%. Writing is a bit lower, around 11% variance compared to pre-Covid data. The children's writing has particularly suffered from lockdown. There was less opportunity with online learning to practice the fine motor skills needed and to build up resilience.

Writing is a particular challenge with our year 2 boys for various reasons; there is a high SEND need in this group.

Q - How is staff morale and general feeling?

Witnessing good pupil progress and attainment increases morale. GF is aware of quite a burden of non-work-related stresses at the minute. Things have been very difficult with

<sup>1</sup> WHAT IS TEAM AROUND THE SCHOOL? A local network consisting of schools and other family support services that meet on a regular basis to have a shared conversation about children and young people that they may be worried about and that early help and intervention may stop concerns escalating.

cover and picking up the pieces during the last wave of staff and child absences due to Covid. GF assesses that resilience is low and tries not to ask too much.

There awareness that illness due to Covid appears to be rising again. Cover for illness remains a challenge; TAs are harder to cover for than teachers because their work depends on knowledge of the children. Mostly the school opts for internal cover rather than supply cover with TAs for this reason.

Q - **Is there anything we can do?**

A discussion followed. The difficulties around offering wellbeing time were aired. MF commented that, *'those who take it already prioritise their wellbeing, and those you might wish to take it don't'*. The difficulty that time off represents to overworked people was expressed, in that it simply allows more work to build up.

ASh encouraged GF to think of something that would benefit the staff, even if it costs.

**Senior Leadership Team (SLT) to have a wellbeing discussion and find an idea that Governors can support. Action SLT**

AKH would like to find something Governors and staff can do together.

This idea was well received in general, but it was appreciated that it would need to replace something and not be extra to the workload or cut into family time.

Q – **Are teachers still having to teach in the classroom and supply online learning.**

No, not now. Children who are unable to be in school just follow the class work at home.

Q – **A Governor asked about staff wellbeing surveys.**

There was a survey, report to the Resources Committee details below.

**Staff stress risk assessments** were complete at the start of January.

- 12 teachers and 12 support staff responded
- There were very few 'red' risk-ratings, but some orange Lauren and the well-being group will analyse further and set some actions later this term.
- Themes include: Many teachers and some support staff felt that their role involved intense working and needed to neglect some tasks
- Many teachers felt they needed to work long hours, although the majority said this was not due to 'pressure' but a requirement to fulfil their role.
- 2 TAs responded with similarly
- There was mixed feedback on feelings of control in roles. Most said they had control over their ways of working, but TAs tended to feel their timetable was dictated.
- A strong majority responded that expectations were clear, they had encouragement in their role and had manager and peer support.
- A few noted some relationship friction. This was localised.

Q – **There was a question regarding the planned wellbeing team meeting?**

This has been delayed. LO waiting for a summary. There will be a wellbeing update at next FGB. **Action clerk to put on the agenda.**

SLT

Clerk

	It was agreed that if there were further questions, they would be posted on Governor Hub.	
<b>5.</b>	<b>Chair's update</b>	
	<p>RL recorded that the Pupil Admission Number (PAN) consultation had gone well. There were no objections and much support. From Sept 23, the PAN will be 60.</p> <p>Admission numbers for Sept 22 are broadly in line with expectation; this will result in two or two and a half classes. The impact of this has been discussed previously.</p> <p>SEE CONFIDENTIAL MINUTE</p> <p>ES left the meeting.</p>	
<b>6.</b>	<b>Resources Committee update</b>	
	<p>RH had delivered a summary detailed by ASh.</p> <p>The School's Financial Value Standards (SFVS) has been submitted. ASh and LO report that it shows strong position.</p> <p>The in-year deficit has been reduced; the outturn shows a deficit of £19 137 compared to a projected deficit of £36 378.</p> <p>There are still pressures on the budget, many of which are out of Governor's control, for instance the school gets its energy via Energy Club and have been told to anticipate a 50% increase on bills going forward. The business manager has researched and concludes that there is no benefit in sourcing fuel elsewhere.</p> <p>BS left the meeting.</p> <p>Governors' attention was drawn to the 5-year budget submitted. These projections do not illustrate projected changes in pupil number and income. It needs to be understood that the identified 'cliff edges' are known by governors and are well documented, but it was too complex to incorporate at this time.</p> <p>Q – Clarification was sought; does budgeting includes the proposed PAN reduction.</p> <p>No, that was one of the known unknowns that were considered too complex to incorporate.</p> <p>For a staffing update, Governors were referred to the RC minutes.</p>	
<b>7.</b>	<b>Curriculum Committee update</b>	
	<p>FS explained that the Curriculum Committee had met for a second time. Child attendance difficulties had been highlighted, for details see above. Governors had received: A Phonics update, information of Computing and online safety, a very illuminating Maths update and updates on Art and an address from the SENDco.</p> <p>FS asked GF about the planned Maths day.</p> <p>Gf explained about the 100 day and recalled that all children were really engaged, and parents had got involved sending their children with 100 of something.</p> <p>Q – Other Governors inquire as to how the new committee is going?</p> <p>FS replied that they felt it was going really well, there were good discussions developing. FS felt that there should be fewer presentations with a bit more depth to the discussions, perhaps more pre-reading.</p>	

	GF echoed that, in future, fewer subjects in more depth would be good.	
<b>8.</b>	<b>Policies</b>	
	<p>Reviewed and updated policies were submitted for adoption.</p> <p>The policies referred from the Resources Committee were adopted, as were those referred from the Curriculum Committee.</p> <p>Capability of support staff and Code of Conduct were adopted.</p> <p>AKH raised questions regarding the equalities impact of the Attendance Policy.  <b>AKH and VS to review.</b> The policy will be accepted at the conclusion of this process and will not be returned to committee.</p> <p>With their considerable expertise, MF had considered the Data Protection Policy, but it was felt by FGB than another Governor should review it too. <b>VS's offer to review was accepted.</b>  The policy will be accepted at the conclusion of this process and will not be returned to committee.</p> <p>The Governors agreed that no British Values policy was need and were content that the school's 'intent' is clear from the curriculum area of the website.</p>	<p><b>AKH and VS</b></p> <p><b>VS</b></p>
<b>9.</b>	<b>Governor's day</b>	
	<p>May 16<sup>th</sup> 2022 – Governors approved the programme below which includes the opportunity to question the learners. Possible age-appropriate questions were suggested.</p> <p>12:15 - 13:00 (Arrive 12:05-12:10 for sign in) Governors join children for lunch in the dining halls, then out in the playgrounds  13:05 - 13:50 Learning walk with SLT (curriculum-focus questions below)  14:00 - 14:20 Assembly-main hall  14:30 - 15:20 Curriculum Committee Meeting (main hall)  15:20 - 15:40 Meet and Greet parents/carers in the main playground  16:00 FGB meeting (Class 6)</p> <p>Question prompts for the Learning Walk:  Reception:</p> <ul style="list-style-type: none"> <li>● What do you enjoy most at school?</li> <li>● Tell me about your learning today</li> <li>● What are you good at?</li> <li>● What do you want to get better at?</li> <li>● Can you tell me/show me the word of the day or week?</li> </ul> <p>Year 1 and 2:</p> <ul style="list-style-type: none"> <li>● What are you learning in this lesson? Tell me about what you know.</li> <li>● What subject are you learning? (may need a prompt of is it science/history....?)</li> <li>● Can you tell me/show me the word of the day or week?</li> <li>● What is your favourite subject in school?</li> <li>● What are you good at?</li> <li>● What do you want to improve/get better at</li> </ul>	
<b>10.</b>	<b>Website</b>	

	The Chairs noted that the Governor section of the School's website was compliant but minimal. <b>Governors were asked to send in updates to their profiles if they had not already done so.</b>	<b>All</b>
<b>11.</b>	<b>Parent Survey</b>	
	<p>SS and ES will action the parent survey by the end of term 5. Governors appreciated that they had made a good start on this and made some further suggestions. Governors asked that SS and ES reflect on last survey so that comparisons can be made. The Chairs asked to see the draft before it is finalised.</p> <p>An open-ended question was considered; If there was one thing this school could do for your child?</p> <p>The response rate for previous surveys was 60%. Although this was considered good, ways of improving the response rate was discussed.</p> <p>Follow up focus groups were discussed.</p>	
<b>12.</b>	<b>AOB</b>	
	<p>It was noted that, in addition to reading Keeping Children Safe in Education, there will be an additional requirement for all Governors undertake safeguarding training in future. Some suggestions were made for this.</p> <p>The hybrid element of the meeting as discussed. A view was expressed that the 'in person' governors had done more talking. It was accepted that it had been difficult to give equal focus to the small computer screen and the inequality created by this was considered undesirable. A bigger meeting space with a much larger screen was discussed; perhaps the hall. The difficulty of travelling during the 'rush hour' was appreciated.</p>	
<b>10.</b>	<b>Date of Next Meeting</b>	
	<b>May 16<sup>th</sup> 2022 @ 16.00</b>	

Meeting ended 5.37pm

**Minutes agreed to be a true and accurate record of the meeting of Henleaze Infant School committee & date**

Signed



Date 17.5.22

	<b>Actions agreed T1</b>	<b>Who by</b>	<b>Deadline</b>
<b>1</b>	<b>Put on next FGB agenda an item to finalise 2022/23 dates and times and facilitate a discussion around meeting formats going forward.</b>	<b>Clerk</b>	<b>Next FGB</b>
<b>2</b>	<b>Clerk to send signed copy to Rachel for the website.</b>	<b>Clerk</b>	<b>ASAP</b>
<b>3</b>	<b>Continue to consider wording for the Complaints Procedure</b>	<b>ASh &amp; JB</b>	<b>Next FGB</b>
<b>3</b>	<b>Return matter to next FGB.</b>	<b>Clerk</b>	<b>ditto</b>
<b>4</b>	<b>Senior Leadership Team (SLT) to have a wellbeing discussion and find a wellbeing idea that Governors can support. Action SLT</b>	<b>SLT</b>	<b>ditto</b>
<b>4</b>	<b>Wellbeing update at next FGB; Clerk to put on the agenda.</b>	<b>Clerk</b>	<b>ditto</b>
<b>5</b>	<b>Governors were asked to send in updates to their profiles if they had not already done so.</b>	<b>All</b>	<b>Next FGB</b>



<b>Decisions Taken</b>	
<b>2</b>	The minutes of the meeting held 13 <sup>th</sup> December 2021 were confirmed as an accurate record, approved as to be signed by the Chair.
<b>8</b>	Reviewed and updated policies: Code of practice for conducting investigations, Dealing with allegations of abuse against staff, Discretionary pensions and severance policy, Leave of absence policy, Managing sickness and supporting attendance policy, Recruitment and selection policy - undergone review, Termination of employment on grounds of 'Some other substantial reason' policy, Working arrangements policy, Behaviour Policy, Anti-Bullying plan, Capability support staff, Code of Conduct, Attendance Policy and Data Protection policy
<b>8</b>	The Governors agreed that no British Values policy was need and were content that the school's 'intent' is clear from the curriculum area of the website.
<b>9</b>	A Governors' Day is planned for May 16 <sup>th</sup> 2022 – Governors approved the programme.