



Henleaze Infant School

FGB

11<sup>th</sup> July 2022 @ 16.00

In-person meeting, clerked remotely

Name	Position	Initials	Attended	Apologies	Absent
Melissa Finch	Co-opted Governor	MF	x		
Gemma Fricker	Head Teacher	GF	x		
Richard Holm	Co-opted Governor - Chair RC	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 – Chair CC	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		
<b>In attendance</b>					
Janet Bremner	Associate Member	JB		x	
Aggie Forster	Clerk (remotely)	AF	x		
Lauren Oram	Associate Member & SBM	LO			x

The meeting started at 1603

Item	Minutes	Action
<b>1.</b>	<b>Welcome &amp; Apologies</b>	
	The Chairs welcomed Governors. Apologies were received from RH, FS, ES, SS and JB.	
<b>2.</b>	<b>Pecuniary Interests</b>	
	None reported	
<b>2.</b>	<b>Approval of minutes and APs</b>	
	<p>The minutes of the meetings held 4<sup>th</sup> and 16<sup>th</sup> May 2022 were confirmed as an accurate record to be signed electronically by the Chair.</p> <p>The Clerk was requested to approach JB to clarify the new wording for the Complaints Procedure.</p> <p>FGB have now received a report from the wellbeing governors which will be acted on by the well-being group.</p> <p>All other outstanding actions have been completed.</p> <p>The Uniform Policy has been approved.</p>	<b>Clerk</b>
<b>3.</b>	<b>Matters Arising</b>	
	<p>The Chairs report that they have received resignations from FS &amp; RH meaning both the RC and the CC are without chairs.</p> <p>This will be addressed under agenda items 5 and 12</p>	
<b>4.</b>	<b>Head's update</b>	
	<p>Applications for a place in reception in September 2022 now number 78. One child will join the class in February 2023. This represents a 23% increase on the last academic year.</p>	

**Attendance** is slightly up on recent HIS levels. There is no direct comparison to be made with national statistics as different time periods are involved, but this is in-line with data from Bristol Primary schools reported by the LA

Attendance has been calculated at 94.5% for Sept-June 2021-22. 97-98% would be typical for the period. 0.4% of absences are unauthorised and these are followed up.  
Reasons for authorised absences: chicken pox, Covid, a contagious tummy bug and leave for family with ill grandparents who live overseas.

Governors briefly discussed the continued resurgence of non-Covid contagious illnesses after the Covid lockdowns suppressed circulation.

GF explained that they had not authorised requests for ~~taken a lenient view on~~ family holidays, but that fixed penalties had not been used as plans had been delayed and disrupted both by Covid restrictions and the more recent difficulties at airports, however, from September they would have zero tolerance on families taking holidays in term time without mitigating circumstances.

In a more general discussion, GF reiterated that post September 2022 the school planned to closely follow the School Attendance policy (based on the LA model) and were focused on getting children back to school with good attendance. Good attendance is considered to be 95% or above.

The school has focused on those falling below 90% because in recent years because of Covid and its commensurate restrictions.

**Behaviour** – GF reported some increase in anxiety-related challenging behaviour in pupils this term and feels this is likely to be related to transition. Work has been done in class and assemblies to address this anxieties and individual support has been offered to children identified as having additional needs.

There have been three action plans around bullying in place this year and it is planned that one will continue into next academic year to sustain improvements.

**Pupil Progress and Outcomes:** The following is quoted from the head teacher's report:

End of KS1 Teacher assessment: Reading-76 % (17%GDS),

Writing 73% (8% GDS),

Maths 80% (20%GDS)

Year 2 combined 66%

Year 2 Phonics 94% (average 37)

Year 1 Phonics 90% (average 36)

Good Level of Development 77%

GF reports that reading a strength with 28% exceeding expectations and 17% reaching a greater depth. As previously discussed, writing skills remain a challenge for some children with the loss of fine motor skill development and writing resilience when most children were not in school due to the pandemic. This will be a priority next academic year.

Looking at Year 2 combined outcomes, riting and Maths appear to have been impacted most by the pandemic lockdowns. his is a national trend. The school will continue to work hard to fill these gaps and to overcome any residual barriers, either with the children’s academic or social development, that the pandemic caused.

GF reports a **school improvement** visit on the Friday before the meeting. The BEP concluded that it was clear that the school was demonstrating significant improvement and the senior and middle leaders were ably driving improvement. The recent work on the curriculum and the website were particularly complimented as was the leadership’s forensic monitoring for vulnerable learners and greater clarity regarding which groups need mitigation.

GF gave Governors an account of the overarching priorities for the new academic year:

1. To maximise the impact of Teaching Assistants through a shared deployment policy, whole school training in our agreed interventions and professional development in the most effective teaching and learning strategies.
2. To review assessment, planning and communication structures to maximise the impact of time on pupil outcomes and reduce workload where possible
3. To streamline HR processes to further develop absence procedures and safer recruitment
4. To develop meaningful structures to measure the impact of the wider curriculum

In addition, there is a commitment:

5. To ensuring Behaviour & anti bullying policies are consistent involving all adults who work with the children.
6. To make use of effective questioning to a greater depth and measuring its impact on the wider curriculum
7. To review and standardise Governor reporting
8. Identification of children or groups of children that are lesser attaining - working on key pedagogies

**Keeping Children Safe in Education** -GF reported that an new version comes into effect in September 2022 Governors were reminded of the importance of ensuring their understanding of this document. It was discussed that there was potentially a different knowledge base required for training tailored to governors to enable strategic oversight, rather than operational safeguarding, and be confident to challenge safeguarding practice in their schools. GDS and the Bristol safeguarding team are working on training specifically for governors. From Sept 2022 all governors will be required to attend school governor specific safeguarding training.

The Clerk was requested to research KCSIE training for Governors. Two links supplied in footnotes.<sup>1 2</sup> The Keeping Bristol Safe Partnership is working with GDS to develop some further resources. Governors will return to this in September 2022 in term 1.

Q – There was a question regarding speech & language support and whether this was specifically to support new to English pupils?

GF clarified that there was a need for EAL support, but that funding for this is unlikely to be available.

The Governors thanked GF.

**5. Chairs’ update**

<sup>1</sup> <https://schoolgovernors.thekeysupport.com/search?q=keeping+children+safe&marker=top-searches>

<sup>2</sup> <https://schoolgovernors.thekeysupport.com/governor-training/safeguarding-link-governor/?marker=full-search-q-keeping%20children%20safe-result-5>

The Chairs then returned to the **resignations** from FS & RH and thanked them for their hard work and support in the past and for giving adequate notice.

The Chairs reiterated that the **expected number of children** entering reception in September 2022 was expected to be 78 and reminded Governors that every additional child brings in £4000. Governors were reminded that the reduction in PAN commences in September 2023.

The Chairs, with the working group, continue to explore options regarding the long term position of the school, including **discussion with the Junior school**.

The working group continues to consider joining a MAT. They recognise that this will be a significant undertaking. Three different collaborative possibilities are being evaluated, and two more potential options are being explored.

One is a small MAT and HIS would be joining early in their academisation process and hence be a part of that journey. They would be assured of membership on their board but this would involve considerable work.

The other two are larger MATs so HIS would be joining an established trust. There is likely to be less input from HIS Governors in this situation, as they would be joining an already established organisation.

It was explained that all options were possible at this stage, but the current consensus is towards the larger MAT options.

Q – **A Governor inquired who is going to take things forward?**

There is a plan to create an administration role to take the negotiation forward. It is possible that this will be in collaboration with the Junior school.

Q - **What can be shared if asked about the implications of the recent white paper?**

The Government want all schools to be part of MATs going forward with the aim to have 7500 pupils or 10 schools or moving in that direction by 2030. In response to this, HIS is exploring its options.

Q - **Can we share if we're looking jointly with the juniors?**

It was felt that it was too soon to speak freely of this.

Q – **One Governor felt out of the loop and requested a report.**

A link has been re-sent to a spreadsheet that documents progress to date.

Q - **Is there a date for the next meeting yet?**

No, this is not yet certain.

Q - **Where do we go next?**

**There will be a meeting for governors to consider the MAT options and an EFGB to vote on the future direction.**

**Governor development plan**

	<p>The following points are considered important for the next academic year:</p> <ul style="list-style-type: none"> <li>• Further strengthening the monitoring of curriculum. To include the creation of a pro former for reporting so that Governors can be better informed with less work on the behalf of staff and link Governors. LW, in liaison with ASa and GF, will create a draft for T1. It was considered that robustness and questioning are important in reports.</li> <li>• Ensure financial sustainability. Governors acknowledge the challenges going forward but consider that they are in a stronger place in terms of understanding of these challenges.</li> <li>• Ensure robust Governance. Including undertaking an external Governance review through the NGA.</li> <li>• Succession planning. Ensure that members of the board receive training and exposure to ensure the continuation of effective governance as terms of office end.</li> </ul> <p>Q – There was a question regarding whether Governor training ought to be a development goal.</p> <p>The power of training was discussed, and it was noted that some training courses are good, and some are less good.</p> <p>An example was given of the recent financial audit which had a narrow view of appropriate training. The financial skills audit that Governors had undertaken was criticised as demonstrating experience, but few having done the GDS training. The Chairs expressed the view that the level experience negated the need for training as for people with such experience the training was not useful.</p> <p>However, it was noted that, in general, Governors do need to avail themselves of training.</p> <p>Q – A Governor wondered whether there was an explanation for the increase in reception aged children accepting HIS as their choice? (Accepted places in 21/22 were 62 and, to date, 22/23 is 78.)</p> <p>GF is always ready to talk to prospective parents. They have also undertaken marketing and has visited nurseries where they get positive feedback. The website has been improved. Generally, the school has an increasingly good reputation and word is getting round; it was commented that a good Ofsted will really help.</p> <p>It was also commented that the catchment has got wider.</p> <p>The Chairs noted that, having reduced the PAN, if enough people put HIS at number one, the school can choose to go over and have a third reception class. It was noted that 75 is difficult number, but anything over that is a financial benefit to the school but that too much last-minute uncertainty is difficult.</p> <p>The importance of engaging with stakeholders was discussed along with the importance of the staff and parent surveys. As much liaison from the Governors as possible is ideal with Governors confident to talk. A level of transparency is important.</p>	
6.	<b>Resources Update</b>	
	<p>Minutes of the recent <b>RC committee</b> meeting were circulated prior to the meeting.</p> <p>Q – Looking at the 3-year projection, will deficit in year 3 affect our MAT application? Is it likely to repel potential MATs?</p>	

	<p>Yes, the increasingly challenging financial prognosis suggests that the sooner the school moves to become part of a MAT, the better.</p> <p>It was also noted that, following VS's intervention at the May 22 FGB regarding the request for parental donations and their subsequent letter, RC discussed the matter fully, and in negotiation with FHIS, can now report that all donations will go through FHIS.</p>	
<b>7.</b>	<b>H&amp;S report</b>	
	<p>The <b>Health and Safety</b> report was received. Governors report that they have no concerns but would like more information, particularly in regard to comparative data from previous years. Governors recognise the 2020 and 2021 will not be comparable due to the Covid pandemic.</p> <p>It was also noted that the Health and Safety link Governor needs to have a greater input in creating the report. Please see above notes on improving Governor reporting. The need to schedule link Governor meetings was also touched on.</p>	
<b>8.</b>	<b>Safeguarding Report</b>	
	<p>ES &amp; GF met to consider the Head's report, their safeguarding audit and emergency planning. Reporting to the meeting, they conclude that there have been very positive developments regarding access to staff training. GF noted that there has been a change in Designated Safeguarding Lead in 2021-22 which requires new leaders to undertake a range of training, which will continue into the next academic year. There has been positive impact of safeguarding practices this year including the reduction in fixed term exclusions. Both parent and pupil surveys report positive outcomes.</p> <p>Following the review, LS would like to recommend that <b>the new Deputy Safeguarding Lead is offered training regarding making a referral</b> and that <b>the IT lead should receive specific online safety training this year.</b></p> <p>They would like to reiterate Governors' responsibilities with respect to KCSIE discussed above.</p> <p>ASa entered the meeting.</p> <p>The scheduling of Safeguarding link Governor meetings was discussed along with the pro-former for reporting. Previously there have been three meetings. It was considered that two face-to-face meetings and an email exchange at T4 would suffice. <b>Going forward Governors requested written reports on these discussions.</b></p> <p>GF met with FS to review the (3 year) Pupil Premium Strategy FS reports being happy with the PP strategy and noted the move to use unspent tier 3 money to provide Play Therapy for another pupil as discussed in the Spring review.</p> <p>Regarding progress towards the 3-year targets; Reading and maths really close to target off 75% (71%)</p>	
<b>9.</b>	<b>SEND report and policy</b>	
	<p>As of July 2022, there are 28 pupils with <b>SEND</b> on role.</p> <p>14 pupils with SEND are leaving HIS at the end of the academic year.</p> <p>7 pupils with SEND are known to be in the September 2022 intake. It is likely that additional SEND needs will be identified in this cohort.</p> <p>It is reported that various interventions in are place. The school employs an ELSA and has a specific speech and language trained TA.</p>	

Attainment is typically lower than non-SEND groups, but progress is good. Pupils with SEND are making accelerated progress in structured interventions indicating that the interventions are working. In 2022/23 HIS aims to:

- Continue with interventions
- Develop whole school approach to ELSA
- Improve communication with parents and carers by having new member of SEND team increasing capacity to liaise with outside agencies and parents
- By establishing the class teacher as the first point of contact for parents thus reducing the pressure on our part time SENDCo.

There is a need to change parental expectations around access to the SENDCo. The SENDCo should receive referrals and medical information with day-to-day liaison with parents through the class teacher as above. In addition, it is considered that the SLT should produce a summary document for parents and carers (similar to the one outlining the behaviour policy) outlining the school's 'Ordinary Available Provision'.

Q – A Governor asked a question regarding the local authority's direction of travel regarding top up funding? The LA assert that there is a deficit within the funding available, and this affect how funding will be allocated. It is possible that additional funding may only support pupils with an EHCP. The Governor sought GF's opinion.

GF - Prioritising top up funding has been the right route, but in a recent LA briefing it was reported that this funding stream was no longer fit for purpose, this alongside a a top up refusal, suggest that application for EHCPs where relevant will be a better route from now on. Additional budget for SEND is increasingly difficult to access, but the LA is now providing extra specialist places.

GF referred to the Government Green paper and the LA document, Ordinary Available Provision<sup>3</sup> and spoke of the impact of not meeting SEND needs on the other children; children's SEND needs need to be met first.

Q – A reiteration of the question on the impact of the LA funding changes.

GF – If top up finding is harder to get and the school needs to apply to an EHCP for some children, this involves collating considerably more evidence and expense on professional services. Being more expensive and time consuming, this will impact on SENDco capacity.

GF offered an update on the 7 children with SEND expected in reception in September 2022. 6 children come with funding. However, there is a wider speech and language need in the cohort, so it is likely that 10 children will require intervention. The LA have worked closely with nursery setting of many of these children and some transition help will be available.

Q – Regarding children joining in-year, do they often come with addition needs?

New to English is the greatest need children joining in-year recently.

It was noted that HIS can go over PAN for children with an EHCP.

Regarding the SEND policy, there will be some updates & changes to reference the Green paper on Ordinary Available Provision, but very little needs to change. GF would be happy to ratify the policy. **The Governors agree to ratify the SEND policy.**

**GF to update the SEND policy on school website**

<sup>3</sup> <https://www.local.gov.uk/parliament/briefings-and-responses/send-green-paper-29-march-2022>

10	<b>Wellbeing working group update</b>	
	<p>AKH feels very positive about this initiative. Continued action around not replicating work is needed and the reporting proformas will help this.</p> <p>Supportive relationships were identified by 2 staff members in the survey linked to issues in one team and support has been given around colleague relationships. There has also been a difficulty with one member of staff which the group has been able to help with.</p> <p>RL commented that Julia Skinner offers a 'Listening Ear' service - free informal chats for any teaching professionals at school. Details were shared which will be passed on to school staff.</p> <p>LO signposts &amp; does regular check ins and there are two mental Health first aiders, although one is going on maternity leave. <b>The meeting asked SLT to see whether anyone else would like to take on MH first aid role for maternity cover.</b> The group feel that, should ten people come to them with the same issue they will approach Governors, if just a single person issue, the group will deal with it. <b>They feel it important that a Mental Health Lead is identified.</b></p> <p>GF to offer this vacancy out to staff</p>	
11	<b>Skills Audit</b>	
	<p>Q – <b>A Governor inquired what this collated information will be used for?</b></p> <p>It is required for the submission of the schools' financial value standards and audits, but it is useful to Governors to highlight training needs and for Governor development plans and succession planning.</p>	
12	<b>22/23 Governor Roles</b>	
	<p>The following Governors were proposed by Governors for <b>Governor roles</b> and voted on:</p> <p>Chairs - Ash and RL - Unanimous  Vice Chair - vacancy  RC Chair - MF - Unanimous  CC - ASa – Unanimous</p> <p>The Chairs thank both the retiring committee chars and the new appointees.</p> <p><b>Link Governors</b> were confirmed  H&amp;S VS  Looked After Children Governor - ES (stand-in RL)  Child Protection/Safeguarding Governor - ES (stand-in RL)  SEND - AKH  Pupil Premium - LW  Behaviour &amp; Welfare Governor - AKH  Training &amp; Induction coordinator - JB  HT Performance Management (3) - Chairs, and AKH  Staff recruitment – Governors questioned if this post was required and decided not to have an official post as governors continue to be available to support where needed  Curriculum Lead - English - SS  Curriculum Lead - Maths - VS  Curriculum Lead – PSHE/RE/PE - AKH  Curriculum Lead - EYFS - ASa  Curriculum Lead – Computing/Science and DT – To be decided  Curriculum Lead – History/Geography/Music/Art - To be decided  HC3 Governor/Premises/NW24 Link - VS</p> <p>Governors questioned if there was a need to full every curriculum role? ASh responded “Yes, we do, but not today.” Ofsted requires a broad &amp; balanced curriculum and talking things through is useful.</p>	



	<p>The planned change in reporting format was again referred to. <b>ASa and LW will produce a draft template.</b></p> <p>VS - was concerned about linking DT and Art and was informed that both were taught by the same teacher. VS recognised that, as link Governor, his concerns lay in his own artistic limitations, but agreed that he could assess the skills needed for each.</p> <p>BS's year three-year tenure as a Governor duration ends on 25 Sep 2022.</p>	
<b>13</b>	<b>Policies</b>	
	<p><b>The TA development policy</b> was discussed. Governors pointed out some small typographical errors and omissions. <b>The policy was approved pending amendments.</b></p> <p>The Chairs requested a Spreadsheet of policies for the next academic year and asked the Clerk to produce one. <b>Action Clerk.</b></p>	
<b>10.</b>	<b>AOB</b>	
	<p><b>The following reports were received:</b></p> <ol style="list-style-type: none"> <li>1. Minutes of the most recent Curriculum Committee meeting</li> <li>2. NW24 Annual Report received</li> <li>3. Governor Day report received</li> <li>4. Computing Curriculum Report</li> <li>5. DT Curriculum report</li> <li>6. Writing report</li> <li>7. Phonics and Reading report</li> <li>8. Maths Governor report</li> <li>9. Science report</li> <li>10. Action Plan for Music</li> <li>11. Art curriculum report</li> <li>12. ETFS Governor Report</li> </ol> <p>Congratulations were offered for the Maths report.</p> <p>It was noted that the computer microscopes don't work. Evidently the difficulty lies with the WiFi and the LA IT support will be approached. It was noted that they were not working in January and still not working in June.</p> <p>It was reported that the science lead was concerned that science did not have enough priority in the curriculum.</p> <p>The parent survey is on-going and will carry over into the next academic year. SS and GF to report at the next FGB</p> <p>The chairs repeated that thanks to FS &amp; RH for chairing the Curriculum Committee and Resources Committee respectively.</p> <p>Governor recruitment was briefly discussed. It seems comparatively easy to recruit parents; one is particularly keen. If the parent Governor roles are filled, parents can be co-opted not requiring a ballot. GF doesn't have an issue with more parents on the Governing board but felt that of the two vacancies it would be good to fill one with a candidate known to the school, but to reach out more widely for the second.</p> <p>All Governors gave thanks to the teaching staff</p>	
<b>11.</b>	<b>Date of Next Meeting</b>	
	Friday 21 <sup>st</sup> October 2022 @ 16.00; an in-person meeting.	

Meeting ended 17.50pm

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

Signed

Date

	<b>Actions agreed T1</b>	<b>Who by</b>	<b>Deadline</b>
<b>2</b>	The Clerk was requested to approach JB to clarify the new wording for the Complaints Procedure.	<b>Clerk</b>	<b>ASAP</b>
<b>4</b>	The Clerk was requested to research KCSIE training for Governors	<b>Clerk</b>	<b>By T1</b>
<b>5</b>	There will be a meeting for governors to consider the MAT options and an EFGB to vote on the future direction.	<b>Chairs</b>	<b>ASAP</b>
<b>8</b>	Staff are offered training regarding making a referral	<b>ES &amp; GF</b>	<b>Not specified</b>
<b>8</b>	IT lead should receive targeted safeguarding training.	<b>ES &amp; GF</b>	<b>Not specified</b>
<b>8</b>	Governors requested written reports on discussions between head and safeguarding link Governor	<b>Head and SLGov</b>	<b>Not specified</b>
<b>9</b>	GF to update the SEND policy on school website	<b>GF</b>	<b>ASAP</b>
<b>10</b>	The meeting asked SLT to see whether anyone else would like to cover MH first aider role?	<b>SLT</b>	<b>ASAP</b>
<b>10</b>	The meeting asked SLT to identify a Mental Health Lead.	<b>GF</b>	<b>ASAP</b>
<b>12</b>	ASa and LS will produce a draft template for link Governor reports.	<b>ASa and LS</b>	<b>Not specified</b>
<b>13</b>	Make amendments to TA Development policy as requested	<b>Clerk</b>	<b>ASAP</b>
<b>1</b>	Create a spreadsheet of policies for the next academic year	<b>Clerk</b>	<b>Before September 22</b>

	<b>Decisions Taken</b>
<b>2</b>	The minutes of the meetings held 4 <sup>th</sup> and 16 <sup>th</sup> May 2022 were confirmed as an accurate record to be signed electronically by the Chair.
<b>9</b>	The Governors agree to ratify the SEND policy.
<b>13</b>	The TA Development policy was approved pending amendments