



Stanford Infant School

Full Governing Body Meeting

Exploring and learning Together, Inspiring Each Other.

November 22nd 2021

School Hall

6pm-8pm

- Stanford Infant School celebrates friendship, respect, creativity and courage.
- Our safe and happy learning environment engages, challenges and inspires our learners on the beginning of a journey of learning forever.

Full GB: Catrin Pinheiro Torres (CPT) (Chairing this meeting); Catherine Bradley (CB); Lauren Cole (LC); Madeleine Denyer (MD) (Head); Lucy Kane (LK); Tess Gill (TG); Martin Blake (MB); Anna Haselhurst (AH); Susie O'Neill (SO); Emma Remnant (ER) (Deputy Head and Inclusion lead); John Parr (JP) (Clerk)

Item	Agenda Item	Minutes of discussion
1.	Procedural	a. Welcome – meeting became quorate at 6.05pm. TG, CB and AH took part in the meeting remotely.
		b. Apologies for absence received from MD and MB. These were accepted. Governors agreed that the meeting should go ahead and that as much of the agenda be covered even with MD being absent. In the absence of MD, ER represented the school for this meeting.
		c. There were no declarations of interests, pecuniary or otherwise.
		d. SO was welcomed to the GB as a new parent governor, JP was welcomed to the GB as the new clerk.
2.	Minutes and matters arising from last meeting	<p>a. Minutes from previous meeting 28.9.21 were agreed as being accurate.</p> <p>b. Actions from previous meeting, not appearing elsewhere on this agenda (previous actions <i>italicised</i>): <i>Action: Clerk to provide one hard copy of documents for FGB meetings</i> Minutes from FGB meeting on 28.9.21 were available for signing. Signed copy of minutes to be kept by the school for reference. <i>Action: Arrange date for Finance and Staffing Committee meeting</i> Dates agreed. <i>Action: Terms of Reference for new committees to be considered as part of first meetings in autumn term and drafted up for next FGB</i> Terms of reference discussion- these will be on-line in the shared area for governors. <i>Action: Establish requirements of Equalities Role for Governor Link</i> TG shared that she had met with MD to discuss this role that it was felt that this could be a role like the H&S linked governor. Now that the GB has new members, it was felt that this could be role that someone takes on in the near future. <i>Action: Agree additional dates for Quality of Education meeting</i> Discussion- it was felt that this was no longer a requirement. <i>Action: Head to update the Attendance Report with Case Studies for the disadvantaged learners.</i> ER shared that this was almost ready for circulation, but the situations the school currently faces, including MD's absence had slowed down the process. Part of the document was shared with governors.</p>

		<p>Action: Head to update the Attendance Report with Case Studies for the disadvantaged learners. <i>Action: MD to follow up with the LA Governor Support team to ensure new Governors Lauren and Martin have access to BEEM. New governors have access to BEEM.</i></p> <p>Action: School to ensure that SO has access to BEEM. <i>MD to confirm date of the final FGB Meeting of the academic year and circulate to all. Meeting dates list has been circulated.</i></p>
3.	Items for Strategy, Planning and Priority Setting	<p>a. Head Teacher's report Governors thanked MD and her team for all of their hard work in putting these documents together.</p> <p>Question: Are vacancies in Reception and Year2 noted on the admissions page on the website? ER explained that this information was not on the website, because B&H managed the admissions for the school. Governors felt that families moving to the area might want to know this information before taking time to apply for a place. Through discussion, it became clear that this might make things confusing for new families, as they might think the school is managing places when this is not the case. Governors suggested that some sort of holding statement could be included on the website for new families that was encouraging and welcoming, rather than the bald statement regarding B&H being the admissions authority.</p> <p>Action: all governors to look at website and offer suggestions to make admissions more friendly for new families.</p> <p>Question: How often does class support lead to children being put on the SEND register? ER shared that this depends on the individual and what their need is. More often than not additional class support solves the problem that is impacting on a child's progress. If class support is still needed at the end of Y1 going into Y2 then this suggests that interventions haven't had the required impact and a pupil might need to be put on the SEND register for more intensive support.</p> <p>Question: What's the distinction between class support and COVID catch-up? Some children may need just a short amount of additional catch- up support for them to be back on track. Others may need more intensive and longer support. For example, if a child hasn't passed the phonics screen they will receive class support because they need additional input.</p> <p>Question: Do you anticipate persistent absence will fall over the academic year? ER felt that this was really COVID related, and no-one is in a position to second guess where we are heading next in the pandemic.</p> <p>Question: Would moving to Scholar Pack for the assessment system, save the school money? ER shared that she thought that moving to Scholar Pack would result in a cost saving. She has had training on the new package and what it does it does well. However, it is a new package and some functions that the school uses on Target Tracker aren't available with Scholar Pack (and will only become available if enough schools ask for them). If Scholar Pack eventually provides the school with all the data management and analysis that it currently uses, then it would be sensible for Scholar Pack to be adopted by the school.</p> <p>Action: School bursar to fact find at next LA bursar meeting to see which schools have/ or are going to buy into Scholar Pack.</p> <p>Question: How does the curriculum support disadvantaged and SEND children to achieve the knowledge and culture capital they need to succeed in life? ER reminded governors of the school's high aspirations for all its pupils. The current curriculum offer is accessible to all- and where necessary it is differentiated to make it appropriate for all. It values and celebrates the individual. The school sets great store in enriching learning- which is why it makes the decision to fund disadvantaged pupils to attend trips. Any school visit has to be accessible to children with SEND before it is allowed to go ahead. The school also prepares SEND children who can't access the curriculum with life skills but within the curriculum offer, so that they feel included and part of the school community. This is particularly important for children who do not continue in mainstream education after leaving SIS.</p> <p>Question: what specifically is the local context in regards to racism? LA has a statutory responsibility to ensure that schools are tackling racism in their communities. SIS has had whole staff training looking at racism which was very thought provoking. ER shared that a member of support staff had developed this aspect of training for staff, starting with class teachers, and then delivering training to all support staff. This area was also under the remit and being developed by the RE/SMSC lead who was also working with the school's NQT who was particularly interested in this area.</p>

Question: How can we make families who have different backgrounds feel welcomed at the school?

LC shared that some children were struggling with the names of new children who had joined the school. That this might make new pupils feel left out. There was a discussion about how best information about new families joining the school to make them feel welcome could be shared with the community in the light of data protection. It was felt that this should be something highlighted with Class teachers to address.

Action: School staff to come up with a way to support new families to quickly feel welcomed and part of the SIS family.

There was a related discussion to how new EAL families could be supported better by being encouraged to join Class list groups that parents manage.

Action: Ways of offering support to new families to be included in the school's induction process.

b. SDIP/SEF

The Governors thanked MD (in her absence), senior leaders and the staff team for the hard work they had clearly put into these documents.

The SDIP was agreed.

Question: formatting of the SEF?

The SEF document was very useful for Governors to get a sense of where the school is against the priorities it has set itself, but it was felt that target dates for actions might need looking at and reviewing.

Question: Have the school's vision and values changed?

Through discussion, governors shared that they had noticed that in some documents, 'creativity' was used, whilst in other places 'excellence' was used. ER explained that the visions and values had not changed. That the school's values had been inspired by the 2012 Olympics and Paralympics. There was a discussion around the use of the word 'excellence' - how this was a value statement, and would look different on an individual basis from pupil to pupil. Being creative fitted better with the character of the school. The school's aims are currently under review as they have been in place for a long time and need to be aligned to its vision and values.

Action: School (and GB) to check key documents for any instance of values/ aims that do not match against the ones that the school currently works towards.

SEF document was approved.

c. Internal data

Number of pupils on-track for reaching Expected standard in all year groups lower than at a similar time in the Autumn term in previous years. The school is playing catch up because of the impact of school closures during the pandemic.

Reception- bigger picture starting points clear, what will be developed and planned from. Interim information will be used to highlight children who need to be looked at again in the near future. There'll be another review before the end of the Autumn term to see the impact of teaching and learning on progress towards baseline this term.

Writing is a big focus- fine motor skills a key area for development (unusually high number of children not able to use scissors for instance). This may be because of what was focused on in Nursery settings because of lockdowns- that social skills were a focus in the Summer term rather than other areas of the framework. Everything therefore that bit delayed.

Reading- low assessments, because there has been very little input of phonics compared to previous years because of COVID. Teaching of phonics is a strength of the school, felt that this will have a positive impact over the course of the year. Where there are issues, small intervention groups have been a focus for additional support.

Citywide Planning to Progress documents for English and Maths being used in the school to support Y1 and 2.

Year 1- issue with data because of the disruption caused by COVID. There isn't the spread of children working at below expectation, working within or working above expectation, all clumped together at the same starting point. It was felt that this would rectify itself as the children are worked with and assessed over the course of the next term. Class teachers are already picking up and targeting gaps because of the good transitions from the end of the last academic year.

Reading- surprisingly low data- emphasis on phonics, guided reading and phonetically decodable books.

		<p>Biggest group of disadvantaged in this year group- made up of SEND, EAL and other needs. Yr1 SEND data much higher than what the school has had historically, although 2 children with ECHPs are working within the expected level.</p> <p>Maths- a strength in this year group.</p> <p>Writing also positive- although to be working within expectation, children only need to write a simple sentence at this point in the year.</p> <p>Year 2- writing is lowest, some evidence of children making progress, but there isn't the breadth of evidence needed currently. Issue around stamina for writing because of lockdowns. Parents found this the hardest area to work on at home. All teachers are aware of this and are gathering evidence to illustrate progress.</p> <p>Smallest group of disadvantaged in Y2 compared to other year groups. But most diverse in regards to need. Maths and writing low in this group; non-English speakers who have joined the school, have social and emotional issues also. Some issues around attendance. All having an impact.</p> <p>Reading and Writing combined score for Y2 a potential concern in the data- but teachers know what the issues are and are working on them already.</p> <p>Feeling that there will be significant change in the data in the Spring term as the number of full terms the children have been in school increases after the disruption caused by COVID lockdowns.</p> <p>d. Governor development plan</p> <p>Document had been discussed at the Q of E committee- but it was felt that all governors needed to be included and have access to it.</p> <p>The document needs to map out all visits and governor actions, to be systematic – and to illustrate how the GB supports and challenges the school.</p> <p>Discussion around BEEM training- how governors needed to adopt the language of visits rather than monitoring.</p> <p>Discussion around the idea of planning different models of engagement between the GB and the school- whether a Governor day or a Governor week. TG shared that she and MD had a conversation about a GB week in the Spring term, and how this would be an ideal time to look at what training would support Governors. This was also about raising the profile of the GB in the school and with the school community.</p> <p>Action: to continue to plan the GB focus week for later on this academic year.</p> <p>Question: Are visitors allowed in the school now?</p> <p>Yes- but numbers are limited, and visitors are encouraged to wear masks etc. Discussion around DBS checks, that these are all in process or have been completed.</p> <p>Question: have there been any GB visits this term?</p> <p>Safeguarding visit has taken place.</p> <p>Action: GB development plan to be worked on.</p> <p>Question: where are we up to with filling the gaps highlighted by the skills audit?</p> <p>Discussion around gaps in relation to parental links- whether this needs to be looked at again. Biggest gaps were around H&S and finance. SO volunteered to be the linked governor for these areas because of her career and previous governor experiences.</p> <p>Action: SO to be added as linked governor for H&S and Finance to GB information.</p>
5.	Items for approval and decision	<p>Policy updates:</p> <p>a. Pay policy</p> <p>Information from Finance and Staffing committee was shared- pay policy was ratified, with school bursar returning to B&H model document to check whether statement around part time supply staff employed by the school can be removed. Policy will be signed off when this happens as Chair's action.</p> <p>b. Early career teacher (ECT) policy</p> <p>Governors alerted the school to a typo in opening statement, and how this changed the meaning of the statement.</p> <p>Action: document to be checked for any other typo/ error</p> <p>Question: what happens if an ECT doesn't want to stay at the school after their two years are over?</p> <p>Governors discussed whether it is current practice for a leaver's interview to take place in this situation, or when any member of staff moves on. There was also a discussion around language used in the document, that it was ambiguous on purpose- sometimes it is the school's choice not to employ an ECT after their two years are completed for a number of reasons.</p>

		<p>Action: Process of staff leaving (for example- an exit interview) to be clarified.</p> <p>Governors commented on the amount of work that goes in to support an ECT as highlighted by the policy.</p> <p>Question: does the school have the capacity to meet the requirements to support ECTs?</p> <p>ER agreed that there is a great deal of work that is necessary to support an ECT, but that this was of value to the school as well as to the ECT.</p> <p>Question: how many ECTs could the school take at one time?</p> <p>On paper, the school could take more than one ECT- but in reality this was not the case. School leaders needed to maintain a balance between experience and the capacity to support. The situation in the school is currently complicated because of having an NQT and ECT at the same time.</p> <p>Question: What's the difference?</p> <p>In the past, when someone finished their training they were an NQT for the first year of employment- this effectively was part of their training, they were given additional support, mentoring, had additional release time etc. Now, when someone finishes their training they are an Early Career Teacher for 2 years, which has put additional pressure on the support that schools have to give. The governors acknowledged the amount of work involved, but agreed that when the process of students having a placement, or when teachers new to the profession joined the school, that this had a positive impact on the experiences of pupils and teachers.</p> <p>Policies were agreed by the GB.</p>
6.	Items for monitoring and evaluation	<p>a. Safeguarding</p> <p>The safeguarding report was complete. There were still actions in regard to the school's Single Central record, but these were to do with still outstanding Governor DBS checks.</p> <p>The school had sent it's safeguarding documents to the LA for audit purposes last week and were waiting for any further actions or feedback.</p> <p>All previously RED ragged areas have been addressed- the school's Designated Safeguarding leads had completed their refresher training.</p> <p>NSPCC graded care plan was something that was highlighted as being unfamiliar in newly updated requirements- training has been completed by appropriate person.</p> <p>Question: what should Governors know about radicalisation?</p> <p>All schools in the country have a duty to spot issues that could lead to radicalisation, following the Government's PREVENT strategy. The school is compliant, with appropriate persons trained and information shared with staff - but it is still good practice to have an action point to keep this at the forefront of people's minds.</p> <p>Question: where has the school got up to with their policies on Bereavement and Physical restraint?</p> <p>These have been formalised and currently are being shared with staff.</p> <p>Action: Bereavement and Physical restraint policies to be approved by GB appropriate committees.</p> <p>There was discussion about the different types of policy that the school has- how the format looks different, with some having a date of when they were written, some being reviewed annually and some not being reviewed at all. MD has been working on a document that shows the different type of policies the school has.</p> <p>Action: Types of policy document to be shared with GB</p> <p>b. GDPR</p> <p>GDPR policy has been updated, using the LA model document. This had been sent to the school's data management provider, Data Protection Education (DPE). This policy was not for approval, for information.</p> <p>Action: GDPR policy to be sent out to governors for information.</p> <p>c. Training</p> <p>Discussion- agreed that training needs to linked to the Governor Development Plan and shared on the on-line space when it is up and running. BEEM training was highlighted, as was anti-racism and finance training. It was felt that a GB response to COP26 around sustainability would be a important area to explore.</p> <p>Action: SEND forum and Equalities audit to be a focus for appropriate governors.</p>

		<p>d. Update compliance audit of the website This was an action that MD was going to lead on- it is suggested that a regular check is made of the school website to ensure it has the required information to make it compliant, both by the school and a representative of the GB. There have been updated requirements that MD is in the process of undertaking. Governors felt that there was not enough information to discuss. Action: Information in relation to the compliance audit of the website to be shared at next appropriate meeting or by email.</p> <p>e. Minutes of Q of E and F and S committees Minutes for Q of E committee were with head/ co- chair for approval and sign off. Brief outline of F and S committee was shared as this happened immediately before the full GB meeting. Minutes will be made available when they have been agreed and signed off. Action: Minutes of Q of E and F and S committees will be made available when they have been agreed and signed off.</p>
7.	Items for information only	<p>Formal events:</p> <ul style="list-style-type: none"> • Feedback about Film Night last week- how very positive this was, a return to a form of normality. It was great to see everybody enjoying the event in a COVID secure way. It was felt that this format worked because of the careful planning that went in to preparing for it, and this was a good model to adopt for other year groups. • B&H SPA visit had taken place earlier on Monday- report to be circulated when it becomes available. • Information shared about prospective parent visits- whether virtual or on the school site. The school is running parent tours over 5 days next week rather than over three which was the previous arrangement - trying to make them as COVID safe as possible, so limiting numbers on the tours. Feedback from previous tours was that prospective adults wanted them to be run by adults, even though the school felt that the Y2 pupils who previously led the tours were the best ambassadors for the school. Appropriate staff would be leading the tours next week. • Y1 are planning a visit to the Royal Pavilion. • PTFA Christmas market is scheduled for 11/12- Governors were reminded that they need to sort out a rota for the stall they are running. ER shared how a similar event was made SEND inclusive by allowing pupils with additional needs to come to the event 30 minutes early, where there were less people, less noise, lighting wasn't as bright etc., and how positive feedback from parents and families had been about this. It wasn't clear whether this would be possible this year, but would be something to keep in mind for future events. • Preparation for Christmas generally. <p>Meeting finished at 7.56pm</p>
8.	Date of next meeting	6pm, January 25 th 2022

Minutes approved and signed: _____



Action Summary- Actions listed to be addressed at next FGB meeting or next appropriate committee.

Minutes and matters arising from last meeting	Action: Head to update the Attendance Report with Case Studies for the disadvantaged learners.	MD
	Action: School to ensure that SO has access to BEEM.	MD
Items for Strategy, Planning and Priority Setting	Action: all governors to look at website and offer suggestions to make admissions process more friendly for new families.	All governors.
	Action: School bursar to fact find at next LA bursar meeting to see which schools have/ or are going to buy into Scholar Pack.	School Bursar
	Action: School staff to come up with a way to support new families to quickly feel welcomed and part of the SIS family.	School staff team
	Action: Ways of offering support to new families to be included in the school's induction process.	MD/SLT
	Action: School (and GB) to check key documents for any instance of values/ aims that do not match against the ones that the school currently works towards.	SLT/GB
	Action: to continue to plan the GB focus week for later on this academic year.	MD/JP/TG/CPT
	Action: GB development plan to be worked on	CPT/TG
	Action: SO to be added as linked governor for H&S and Finance to GB information when shared area is up and running.	MD/JP
Items for approval and decision	Action: ECT document to be checked for any other typo/ error.	SLT
	Action: Process of staff leaving (for example- an exit interview) to be clarified.	MD
Items for monitoring and evaluation	Action: Bereavement and Physical restraint policies to be approved by appropriate GB committees.	MD
	Action: document that shows the different type of policies the school has to be shared.	MD
	Action: GDPR policy to be sent out to governors for information.	MD
	Action: SEND forum and Equalities audit to be a focus for appropriate governors.	TG/CPT
	Action: Information in relation to the compliance audit of the website to be shared at next appropriate meeting or by email.	MD
	Action: Minutes of Q of E and F and S committees will be made available when they have been agreed and signed off.	Co-chairs and HT

JP/ November 24th 2021