

Tweseldown Infant School



Minutes of the Full Governing Board

Date: Thursday 20th October 2022 at 7.30pm
 Venue: Tweseldown Infant School

Present:

Kim Tottem	Headteacher		
Deborah Stephenson	Co-opted Governor	Chair	<i>online</i>
Mark Fricker	Co-opted Governor	Vice-Chair	
Ian Humphrey	Co-opted Governor		
Danica Bulgin	Co-opted Governor		<i>arrived in item 6</i>
Mark Butcher	Co-opted Governor		
Alex Harris-Hooton	Local Authority Governor		
Stuart Meadows	Parent Governor		<i>arrived in item 5</i>
Sarah Pengelly	Parent Governor		
Samantha Read	Co-opted Governor		

In Attendance

Louise Barnes	Deputy Headteacher	<i>arrived in item 5 and left in item 9</i>
Rebecca Willows	Clerk	

Apologies:

Alison Fairclough	Staff Governor
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The meeting was Quorate (10/11 Governors in attendance 82%).

The meeting commenced at 1937.

Item		Actions
1	<p>Welcome and apologies for absence The Chair welcomed all to the meeting. Apologies were received and accepted from Alison Fairclough. Danica Bulgin and Stuart Meadows had apologised as they would arrive late.</p>	
2	<p>Declaration of pecuniary and any other conflicts of interest in items on this agenda. There were no declarations of interest made that were not already recorded.</p>	
3	<p>Minutes of the previous meeting The minutes of the previous FGB meeting held on 21st September 2022 had been circulated prior to the meeting. The minutes were accepted as a true and accurate record and approved and were signed online by the chair.</p>	
5	<p>Actions and matters arising from meeting of 21st September 2022 All actions had been completed except the following:</p> <ul style="list-style-type: none"> • Contact Facebook to remove old TIS unofficial page. This was not possible. • To examine catch-up funding data in School visit in Autumn Term. IH had a Governor visit booked for 9.11.22. • Review and support school in staffing changes in Governor visits in 2022/23. Ongoing. • Review of Stakeholder Engagement and Stakeholder opinions to be added to FGB Agenda. See below. • Arrange and conduct Individual Governor Reviews with all Governors. Ongoing. 	

Signed by Chair D Stephenson

Date 16.11.22

	<p>and other schools were also affected. However, this was not evident in other Hart schools.</p> <p>It was anticipated that the new resource provision for 35 children at Henry Tyndale School would be opening in September 2023 and 2 of the children currently at the school would be transferred there. After discussion it was decided that the Headteacher, Chair and Vice-chair would meet together to formulate a position statement for the next FGB.</p> <p>ACTION 23: Headteacher, Chair and Vice-chair would meet together to formulate a position statement concerning SEN children for the next FGB.</p> <ul style="list-style-type: none"> • Check COSSH assessments are up to date at the next FGB. The site manager would be completing these over the Half term break. AHH was to carry out an H&S visit and would check the COSSH assessments then. It was considered best to visit at the beginning of December. <p>ACTION 24: AHH to check COSSH assessments in visit in December.</p> <ul style="list-style-type: none"> • Ensure Site manager completes COSSH training. This was booked on 17th November. <p style="text-align: right;"><i>SM arrived at 8.00pm LH arrived at 8.03pm</i></p>	<p>HT, Chair, Vice-chair</p> <p>AHH</p>
<p>6</p>	<p>End of year data 2021/2022</p> <p>The Headteacher made a presentation of end of 22 data [available on GovernorHub] and had circulated the data in the Headteacher's report prior to the meeting.</p> <p><u>YR Data</u> In YR children reaching a Good Level of Development (GLD) was 68% (previously before COVID 80%). The results were similar to other local schools. As a result, the school had held Summer School to improve reading and writing. At the end of Summer School 92% of the pupils taking part were able to read and write a simple sentence. At the end of September Data drop, the majority of children were back on track 85%+.</p> <p>The School had put in place strong teacher handovers. Teachers had been given information on barriers to learning and what the next steps were for each child. Individual Learning Plans (ILPs) were in place for children which gave information of small steps to be actioned within ten days. Interventions were set up based on gaps in learning. The TAs were working in the afternoons, and a teacher was employed for catchup learning.</p> <p>Out of 15 Pupil Premium children, 7 achieved GLD.</p> <p><u>Phonics</u> Y1 Phonics screening result – 90%. This was above the other schools in Hart 60-70%.</p> <p>Y2 Phonics – this was taken in Autumn in Y2 as a result of the lockdown during Y1. The children had received lots of Phonics input during the Autumn term. 97% of pupils had passed the phonics screening.</p> <p>Q: Were the Y2 results expected? How was this achieved? A: The results were a surprise. However, the children were 6 months older and more mature in the Autumn Term of Y2. The children needed to be Junior School</p>	

ready. They phonics teaching was approached in a fun way with flashcards, outdoor learning. Gaps were filled in pupils' knowledge. 5 children = 3%. 2 had failed. 3 were service children who had joined from elsewhere. In the Summer retakes, 3 children had passed and 2 failed. One of which had an EHCP and the other was on the SEND register. However, they showed progress from the 1st mock test.

Y2 Data

The number of children achieving GD were disappointing and was anomalous compared to other results. The school had met with and had training from the local authority.

Q: Had the school established the difference between their assessment and the LA's viewpoint?

A: Yes, they had analysed this and both the school and local authority have learned lessons. The DHT would be a moderator this year. The school had taken swift action and all Class Teachers had trained in the format and structure of nonfiction writing.

Q: Discarding the anomaly of format, what was the school's view of children achieving GD in writing?

A: 20% rather than 2% would be more realistic.

Q: What/if any, was the impact of being lower than the national average for writing in the GDS?

A: The school had acted swiftly in implementing steps to improve this, which was important.

Q: What justification would the school make to why writing was included in the SDP?

A: Skills and knowledge were not as developed during Covid times when it was harder to achieve sustained writing. In addition, pencil control and the quality of handwriting had also been affected.

The local authority would be working with Subject leaders in December 2022 to aid planning for the Spring term. All class teachers would be doing a handwriting refresher.

DB arrived at 8.21pm

Q: How would success be measure in writing? When would be the first opportunity to see any new, true improvement?

A: The steps outlined above should show improvement which would be measured over the course of the year.

The first data drop of the academic year showed that the gap between SEN and other pupils was closing. This had been achieved by streaming, small group work, pre-teaching and other interventions. The cost of these interventions was linked to improvements. The school had invested in Provision Map software which tracked support given and intervention money spent and provided evidence of how that led to progress.

The predictions for end of Year 2 results for Summer 2023 was based on the end of September data drop for the current Y2 cohort.

Q: Did the school have any data from similar Hart schools or even Hampshire to compare the school with, this had been received historically?

A: The school's phonics results were better than local schools and the national average. Further local data was awaited.

	<p>The Governors commended the excellent results for ARE particularly in challenging times.</p>	
<p>7</p>	<p>Headteacher's Report</p> <p>The Headteacher's report had been circulated prior to the meeting.</p> <p>Attendance was at 94.7% with the national average at 94.6%. The aim was to improve attendance. Some pupils with EHCPs were absent largely due to medical appointments at 91%. Vulnerable children were 93%. Attendance had also been affected by pupils taking holidays which had been postponed as a result of Covid.</p> <p>Q: What steps is the school taking to improve attendance? Q. Was there a plan to work with parents on attendance?</p> <p>A: The school awarded good attendance certificates. The Home School Link worker met with parents of children whose attendance dipped. Warning letters were issued at first. If attendance fell below 90% children were invited to breakfast club and a families would be met to ask why attendance had dropped and to find out how the school could support the families to increase attendance.</p> <p>Q: Some local schools have started giving Calpol to some pupils at school, had this been considered at Tweseldown?</p> <p>A: This had not been considered so far, but may be considered in the future.</p> <p>The Government had released new guidance for attendance 'Working Together to improve School Attendance'.</p> <p>ACTION 25: Put link to Working Together to improve School Attendance on GovernorHub for Governors to read.</p> <p>Q: What response had been received from parents who had been spoken to about attendance?</p> <p>A: There had been a variety of reasons given including parents being affected by medical issues or appointments, being unable to afford petrol for the car journey to school.</p> <p>Q: What can the school do to help?</p> <p>A: It was a complex situation; the school needed to put an acceptable level of pressure on parents regarding attendance and to keep in regular contact. The chair had met with the Home School Link Worker during a wellbeing visit in July 2022 and discussed how attendance in monitored/actioned. This would be repeated later in this academic year.</p> <p>ACTION 26: Chair to include a discussion with the Home School Link worker about attendance in a school visit.</p> <p>Q: Could further details be provided on the complaints mentioned in the report?</p> <p>A: This was historic and related to a SEND pupil. There have been none this year.</p> <p>Q: What was thought to be the root cause of the behavioural issues and was there a plan to try and improve behaviour at Tweseldown in partnership with the parents?</p> <p>A: There is not a general behaviour problem in school, but the issues relate to specific pupils. All risk assessments have been put in place and shared with staff and parents.</p>	<p>Clerk/Govs</p> <p>Chair</p>

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	<p>Q: What is the possible impact of pupils being excluded for a day, what practices do we as a school have in place for them to catch up if required? A: Work was taken home by the pupil excluded, to avoid impact on their learning. Pupils were only excluded for a serious breach of behaviour policy. The school worked with parents and pupils in the event of an exclusion.</p> <p>Q: It was great to see that teachers have a Mental Health & Wellbeing target to ensure this is further embedded into the school. How was success measured for this? A: The mental health and wellbeing targets were to help staff build resilience in every day life. The lead had been on a coaching course which was being modelled in the team. Staff had individual targets and they would be encouraged over time.</p>	
8	<p>Review and Agree School Development Plan (SDP) The revised SDP had been circulated prior to the meeting including the values. There was discussion about the values and whether they were inspiring for pupils. The children, staff and governors had all contributed to the values. The Headteacher and Deputy Headteacher had put them into child friendly language.</p> <p>Q: Could the values be defended by staff? A: They could be explained by staff. Children knew how about challenge and how to achieve.</p> <p>The SDP had now been updated to include attendance and typographical errors suggested by Governors had been amended. The Governors approved the school values and the SDP with the above amendments ACTION 27: Updated SDP to be uploaded to GovernorHub.</p>	HT
8	<p>SEND Report The SEND Report had been circulated prior to the meeting.</p> <p>The Governors approved the SEND Report for publishing on the school website.</p>	
9	<p>Finance</p> <p style="text-align: right;"><i>LH left the meeting</i></p> <p>a. <u>The Headteacher's Performance Management Panel</u> had met and reported to the Pay Committee. The power to approve the Headteacher's Pay had been delegated to the Pay Committee.</p> <p>b. <u>Working party to look at SIO spend</u> – there was nothing ongoing and would be deferred to the next meeting.</p> <p>c. <u>The Pay Committee</u> had met on 18th October and the Headteacher's recommendations for teachers' and staff pay had been approved in the main. The committee had agreed to change one of the recommendations after consideration. In addition, there were some teachers applying to cross the threshold. The closing date for applications was 31st October. The Governors agreed to delegate consideration and approval of TLR applications to the Pay Committee.</p> <p>The Pay Committee were also waiting to receive written clarification from EPS about one aspect of the pay recommendations.</p>	
10	<p>Governor Matters</p> <p>a. Governor vacancies - update on Parent Governor elections</p>	

	<p><u>Target setting</u> The Target setting Policy had been circulated prior to the meeting. It was noted that AFL was Assessment for Learning. Q: Was it still necessary to include the section on lockdown? A: It was best to keep it in the policy in case of another lockdown in future. The Governors approved the Target setting Policy</p> <p><u>Accessibility (Plan) Policy</u> The architects had been asked for a copy of the Accessibility Plan following the completion of the extension. No response had yet been received. ACTION 31: Send reminder to architects for copy of Accessibility Plan.</p> <p><u>Emergency Management Plan 22-23</u> The Emergency Management Plan 22-23 had been circulated prior to the meeting. The Governors approved the Emergency Management Plan 22-23</p> <p><u>Bad Debts</u> The Bad Debts Policy had been circulated prior to the meeting. Reference to non-payment of school meals had been removed. The Governors approved the Bad Debts Policy</p> <p><u>Low Level Concerns</u> The Low Level Concerns Policy had been circulated prior to the meeting. The Governors approved the Low Level Concerns Policy</p> <p><u>Single Equality</u> The governors agreed to defer this until the next FGB meeting. Q: When was the last time that the staff had any Diversity & Inclusion training? A: This was done in Summer 22 with parents and staff. ACTION 32: Chair to meet with Admin officer to ensure up to date policies were uploaded onto school website including Whistleblowing and Mental Health and Wellbeing,</p>	<p style="text-align: center;">HT</p> <p style="text-align: center;">Chair</p>
<p style="text-align: center;">14</p>	<p>AOB</p> <p>1.The Governor Preparation Document for Inspection had been circulated prior to the meeting. All Governors were requested to review the document over half term. Any questions should be raised with the Chair or on the Governors WhatsApp group. ACTION 33: Governors to review Governor Preparation Document for Inspection and to raise any questions with Chair or on Gobs WhatsApp</p> <p>2.The Headteacher would like to appoint someone to do Marketing for the school including social media, newsletter, taking photos of events and managing the website. It would be approximately 3 days a week on a flexible basis which would cost in the region of £4,000 p.a. After discussion it was decided to consider this at the next FGB once it was determined how the cost of the role could be incorporated into the budget. ACTION 34: Proposal to appoint Marketing manager including costings to be added to next FGB agenda.</p> <p>3. The Headteacher had been approached by the organiser of the Crookham Park Fireworks Display to inquire whether this could be held in the school grounds. After discussion, it was decided that the event could not be held in the school grounds. ACTION 35: Headteacher to inform Fireworks organiser of Governors' decision.</p>	<p style="text-align: center;">All Gobs</p> <p style="text-align: center;">Fin&Adm Off/HT</p> <p style="text-align: center;">HT</p>

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	<p>3. A Governor had obtained £600 funding for wildflower seed from Waitrose. A group of helpers was needed to help clear the areas to be planted. Rewilding experts had been consulted. The yellow rattle seeds would be planted within the next month. Funding had also been obtained from Dell for equipment for Forest School. Thanks should be expressed in the school newsletter.</p> <p>ACTION 36: Thanks for funding from Waitrose and Dell to be included in the school newsletter.</p>	HT
15	<p>Impact of the Meeting</p> <ul style="list-style-type: none"> • Agreeing the school Vision and Values • Planning for school improvement in the SDP • Approving Policies and plans for how to deliver the aims. • Maintaining a skilled and knowledgeable governing body through reviewing areas for training and developing knowledge. • Supporting HT to secure adequate funding for SEN needs. • Interrogating HT on pupil attainment and future strategy by reviewing data. 	
16	<p>Date of Next Meeting FGB – Wednesday 16th November 2022 at 7pm to be held remotely.</p>	

There being no other business the Chair closed the meeting at 9.47pm.

Summary of Outstanding Actions

Date set	Action	Who
13/07/2022	To examine catch-up funding data in School visit in Autumn Term	IH
13/07/2022	Review and support school in staffing changes in Governor visits in 2022/23.	All Govs
13/07/2022	Review of Stakeholder Engagement and Stakeholder opinions to be added to FGB Agenda	Clerk
13/07/2022	Arrange and conduct Individual Governor Reviews with all Governors	Chair
21/09/2022	10: Ensure Site manager completes COSSH training.	HT
21/09/2022	11: Produce Impact Report for PP to be presented at the FGB in November.	HT
21/09/2022	15: Assess whether remaining Policies in MOPP needed.	HT
21/09/2022	16: Governors to update School Visit Plan	All Govs
21/09/2022	18: Add Mental Health and Wellbeing Policy to school website.	HT
21/09/2022	19: Add Accessibility (Plan) Policy to next FGB Agenda	HT/Clerk
20/10/2022	21: Consider Delegated Responsibility Planner 22-23 and prepare for discussion of powers at next FGB.	All Govs
20/10/2022	22: Finance and Admin Officer to prepare costings of impact of SEN children in school at next FGB.	Fin & Admin Off
20/10/2022	23: Headteacher, Chair and Vice-chair would meet together to formulate a position statement concerning SEN children for the next FGB.	HT/ Chair/Vice chair
20/10/2022	24: Check COSSH assessments completed in visit in December.	AHH
20/10/2022	25: Put link to Working Together to improve School Attendance on GovernorHub for Governors to read.	Clerk/Govs
20/10/2022	26: Chair to include a discussion with the Home School Link worker about attendance in a school visit.	Chair
20/10/2022	27: Updated SDP to be uploaded to GovernorHub.	HT
20/10/2022	28: Governors to complete and return Health Check Questionnaire to Chair.	All Govs
20/10/2022	29: DTG to recirculate safeguarding course information to Govs	DTG
20/10/2022	30: Add approval of new Pay Policy to next FGB agenda.	Clerk

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20/10/2022	31: Send reminder to architects for copy of Accessibility Plan.	HT
20/10/2022	32: Chair to meet with Admin officer to ensure up to date policies were uploaded onto school website including Whistleblowing and Mental Health and Wellbeing,	Chair
20/10/2022	33: Governors to review Governor Preparation Document for Inspection and to raise any questions with Chair or on Gobs WhatsApp	All Gobs
20/10/2022	34: Proposal to appoint Marketing manager including costings to be added to next FGB agenda.	Fin & Admin Off/HT/clerk
20/10/2022	35: Headteacher to inform Fireworks organiser of Governors' decision.	HT
20/10/2022	36: Thanks for funding from Waitrose and Dell to be included in the school newsletter.	HT

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