

Tweseldown Infant School



Minutes of the Full Governing Board

Date: Wednesday 14th December 2022 at 7.00pm
 Venue: Twesledown Infant School and on Zoom

Present:

Kim Tottem	Headteacher	
Deborah Stephenson	Co-opted Governor	Chair
Mark Butcher	Co-opted Governor	<i>online</i>
Alex Harris-Hooton	Local Authority Governor	
Ian Humphrey	Co-opted Governor	
Stuart Meadows	Co-opted Governor	
Sarah Pengelly	Parent Governor	
Ben White	Parent Governor	<i>online</i>

In Attendance

Louise Barnes	Deputy Headteacher		
Rebecca Willows	Clerk		
Laura Russell	Teacher	<i>online</i>	<i>left in item 3</i>

Apologies:

Mark Fricker	Co-opted Governor	Vice-Chair
Danica Bulgin	Co-opted Governor	
Alison Fairclough	Staff Governor	
Samantha Read	Co-opted Governor	

The meeting was Quorate (8/12 Governors in attendance 66%).

The meeting commenced at 1900.

Item		Actions
1	<p>Welcome and apologies for absence</p> <p>The Chair welcomed all to the meeting including Laura Russell. Apologies were received and accepted from Mark Fricker, Danica Bulgin, Alison Fairclough and Samantha Read.</p>	
2	<p>Declaration of pecuniary and any other conflicts of interest in items on this agenda.</p> <p>There were no declarations of interest made that were not already recorded.</p>	
3	<p>Dragonfly presentation</p> <p>There were 6 children in Dragonfly class as one child had moved location comprising of 3 Year 1 and 3 YR pupils. 3 pupils have an EHCP, one ECHP was in draft, one EHCP assessment had been agreed and there was one EHCP pending submission. There was a wide range and diverse needs among the pupils. 2 pupils were nonverbal, 2 had limited language skills and 2 had more developed language skills but these skills were immature compared to their mainstream peers.</p> <p>The EHCPs informed the targets. Individual learning plans (ILPs) were written for each pupil on a half termly basis. There were weekly plans for each child on clipboards which included communication and interaction, maths ad behaviour. These were kept up to date by noting down observations on pupils' learning.</p> <p>There was an overarching plan. In phonics 3 pupils were learning YR phonics and 3 were at Phase 1 which included listening and matching sounds and was very practical e.g. working with clay and using action words such as swish, squeeze, squash.</p> <p>In Maths there was a daily input. Some pupils did some daily maths in a book. Some children were learning to count to 3, others were accessing the YR maths curriculum.</p>	

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The pupils accessed the main playground to join the mainstream pupils. Sometimes they carried out sensory circuits at play time. All pupils had a good sense of belonging to the school and to Dragonfly class.

The staff considered that if pupils were in mainstream classes, it would be detrimental to the Dragonfly pupils and to the mainstream pupils, as their needs took up a lot of time even if they were allocated a 1-1 special needs assistant.

Q: How was the curriculum delivered relevant to their year group.

A: These pupils were working off curriculum on their own targets. Dragonfly class did follow the whole school topic e.g. the World Cup. Y1 had been looking at the flags of different countries and at maps of the world and globes. These were also available to Dragonfly class. Beebots were also used in the class of ICT with maps to incorporate the topic. In art, the pupils had a similar experience e.g. sewing was adapted to lacing.

Dragonfly class accessed the YR outside area and their continuous provision and enhancements. They used the same texts but adapted to their level.

Q: How was Dragonfly class staffed.

A: In addition to the class teacher, there were 3 SNAs in the morning and 2 SNAs in the afternoon.

Q: What interaction was there with parents and what feedback had been received.

A: Staff interacted with parents daily at drop off and pick up times. All feedback had been positive from Dragonfly parents. A tea party had been held for parents. 2 of the parents had attended. Parents were delighted with how their child was interacting and they were appreciative of the way Dragonfly class had been set up and was being run.

For assessment, LR had visited other resourced provisions and learning support classrooms. They were all using their own versions of assessment. She had also conducted research. Branch maps were being used for some pupils and different areas highlighted Personal and Social, Communications and Language and Maths. Some children were being assessed against Key Stage pre indicators. One pupil who had profound needs was being assessed using the engagement model which comprised 5 different areas: exploration, realisation, anticipation, persistence and initiation. All pupils were attending school full time

Q: What were the biggest challenges.

A: Initially the challenge was the changeover of children, but now there was a settled cohort. The other challenge was staff sickness. There was a huge variance in abilities and needs of children. This also made the challenge interesting. Behaviour could also be challenging.

Q: How have they liaised with other schools.

A: Some other schools had been and were due to visit Dragonfly class as well as other local preschools. Dragonfly class had received positive feedback from the school which had visited. There was a plan to network with other schools to share experience, knowledge and resources.

Q: What was the long term plan for Dragonfly class.

A: The long term position of Dragonfly class was difficult to plan for as it would depend on different factors. One pupil was awaiting a tribunal in January for a specialist school place. Another pupil had been accepted for assessment with the EP due to visit in January. They would also be considered for a specialist school

	<p>place, but there were no such places available until September 2023. 2 pupils would be integrated into the mainstream with appropriate support. 2 pupils would need specialist provision in the future for KS2. The current provision was expensive, but it was considered the best option for the children in Dragonfly class and for the rest of the children in school.</p> <p>Q: What was the maximum capacity for the class. A: The maximum capacity would be 8 pupils in the space.</p> <p>Thanks were expressed to LR and the support staff in Dragonfly class for the work they had done to make the classroom work so successfully.</p> <p style="text-align: right;"><i>LR left the meeting.</i></p> <p>Q: Would the YR parent questionnaire in January included Dragonfly parents. A: It had been hoped that feedback would be received from all Dragonfly parents at the tea party. However, only 2 parents had attended. The feedback from these parents had been extremely positive.</p> <p>The Headteacher considered that 6 pupils was sufficient in Dragonfly class, although in January a pupil from mainstream would be joining the class for a trail period.</p> <p>Q: With the lack of places for specialist SEN provision in the County, was it known how long Dragonfly class would continue. A: The new wing to Henry Tyndale School would be opening in January 2023, but this was full. 2 pupils who had needs had put TIS down as their first choice for September 2023. Other schools were also having to provide for SEN pupils. The cost was a barrier especially staff costs. The school was liaising with the local authority emphasising that the school would be unable to meet the need next September unless it was fully funded.</p> <p>There was discussion about the class not being categorised as resourced provision by the local authority; the school had to accept pupils as there were spaces in school and the SEN pupils were included in school data. If the class was categorised as a resourced provision, numbers would be set and the pupils' data would not be included in the school's results. There was discussion about whether funding may be sought from local businesses. However, there was uncertainty as the class might not continue in future years.</p>	
4	<p>Any urgent items to be added to the agenda. <u>Household Support Grant</u> The school had received £1050 from the Government to support families in hardship over Christmas. This had been distributed between families in hardship, including paying part of one family's electricity bill, buying a new cooker, Sainsbury's vouchers had also been given to vulnerable families. Vulnerable families had also been helped by the Lions who had bought presents and Christ Church who had given Christmas food hampers to vulnerable families. ACTION 56: Write to thank the Lions and Christ Church for their generosity.</p> <p>Service Level Agreements 2 Service Level Agreements(SLA) with the Local Authority needed to be agreed for renewal.</p> <p><u>Payroll and Finance SLA</u> This SLA covered payroll and support from Education Financial Services. The cost of the SLA would be £4273 which was based on the October census, at a cost of £10.47 per pupil. These services were essential to the school. The SLA would be</p>	Chair

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	<p>rolled over each year once it was agreed this time. After discussion the Governors unanimously approved entering into the Payroll and Finance SLA.</p> <p><u>School Staff Absence Scheme SLA.</u> This would be on a rolling contract in future. Notice would have to be given in August to terminate the following March. It covered long term sickness over 20 days of absence as well as maternity/paternity leave and bereavement. The cost was £30 per employee. There was discussion as to whether class teachers only should be covered (£510 cost), or whether to include support staff (£1290 cost). The school had only insured class teachers previously.</p> <p>Up to November there had been 88 days of absence amongst class teachers and supply staff.</p> <p>Q: What happened in the event support staff were absent. A: Class teachers managed without support staff in this instance, supply support staff were not used. There was discussion about absent support staff in Dragonfly class and whether using supply agency SNAs was suitable. However, this was not ideal as the pupils responded better to regular staff.</p> <p>Q: How did staff absences compare to previous years. A: There had been a marked increase in staff absence due to sickness this year. There had been similar levels of staff absence in other local schools.</p> <p>Q: Had advice been sought from EPS for regular or long term staff absence A: Advice had been sought from EPS. After discussion the Governors unanimously approved entering into the School Staff Absence Scheme SLA.</p> <p>It was noted that the results of the Staff Survey had been given to the Chair and they would be analysed and reported to the next FGB.</p> <p>ACTION 57: Analyse and report on Staff Survey at next FGB.</p> <p><u>Food delivery to school</u> It had been noted that trucks delivering food to the school had been delivering at school drop off time and had parked in front of the school. Food was meant to deliver the food before school drop of time.</p> <p>ACTION 58: Contact Catering company to remind of correct delivery times.</p> <p><u>Forest School Eco Active</u> The plans had been amended to include a small pond area. 420 tree saplings would be delivered in March from the Woodland Trust. These were species suitable for biodiversity and approved by the specialist rewilding team.</p>	<p style="text-align: center;">Chair</p> <p style="text-align: center;">HT</p>
5	<p>Minutes of the previous meeting The minutes of the previous FGB meeting held on 14th November 2022 had been circulated prior to the meeting. The minutes were accepted as a true and accurate record and approved and were to be signed online by the chair. The confidential minute of the meeting held on 14th November 2022 was circulated to those present at the meeting. It was accepted as a true and accurate records and was signed by the chair.</p>	
6	<p>Actions and matters arising from meeting of 14th November 2022 All actions had been completed except the following:</p> <ul style="list-style-type: none"> • Review and support school in staffing changes in Governor visits in 2022/23. - ongoing 	

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- Arrange and conduct Individual Governor Reviews with all Governors - *ongoing*
- 15: Assess whether remaining Policies in MOPP needed - *ongoing*
- 16: Governors to update School Visit Plan - *ongoing*
- 19: Add Accessibility (Plan) Policy to next FGB Agenda – *on agenda*
- 24: Check COSSH assessments completed in visit in December. *The visit would take place during the Christmas holidays.*
- 26: Chair to include a discussion with the Home School Link worker about attendance in a school visit - *ongoing*
- 33: Governors to review Governor Preparation Document for Inspection and to raise any questions with Chair or on Govs WhatsApp. *No questions had been received, but this would be looked at again in January 2023.*
- 37: Diarise Catering cost review in April 2023. *To be reviewed in April 2023.*
- 38: Share with Governors anonymised spreadsheets to show how Post LAC funding was spent for next FGB. *This would be done once all the funds had been spent.*
- 39: Email members of Risk working party with Risk Register example Chair. *This had been done and a meeting had been scheduled for 11th January 2023 at 11 am.*
- 40: Clarify Pupil Premium pupils included in report - *ongoing*
- 42: Governors to consider SLT ideas document and other ideas for the Strategic direction of the school in readiness for WGB training in January. *The training was scheduled for 11th January 2023.*
- 45: Input data onto Health Check on GovernorHub and areas for action would be considered at next FGB. *This had been updated and would be considered at FGB in January.*
- 46: Visit to focus on SEND in the week after 4th December. *This had been done and the report would be available at a future FGB.*
- 47: Add Planned Visits to the Governor Training/Schools Visit Planner on GovernorHub. *Any Governors who had not done this were encouraged to do so.*
- 48: Report on Training Courses booked and/or attended at next FGB meeting. *Any Governors who had not done this were encouraged to do so.*
- 49: Send Revised Governor Awards Panel letter to admin office showing agreed dates. *There had been some feedback from staff suggesting that the letter sent to parents should be more personalised. Staff would be asked for reasons for the awards, this would be sent to the office to be integrated into the parents letter.*
- 51: Medical Policy to be added to next agenda. *To be included in January 2023 FGB Agenda.*
- 52: Add Single Equality Policy to be added to next agenda. *To be included in January 2023 FGB Agenda.*
- 53: Policy to be developed concerning which advertising/banners could be displayed by the school. *To be included in January 2023 FGB Agenda.*

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7	<p>Finance</p> <p>a) <u>Working party to look at SIO spend</u> – The school wanted to build a sports hall in the future as there was not enough space for PE inside the school. The school was waiting to hear from the local council about potential funding; a reminder had been sent. It was noted that a local councillor had taken over responsibility for education and property. The MUGA area work would be carried out in the Easter Holidays.</p>	
8	<p>Headteacher’s Report <u>School Development Plan (SDP) update</u> The SDP had been circulated on GovernorHub. There had been a staff inset to review and discuss progress on the SDP and some governors had attended. The SDP had been RAG rated. The staff had worked in different groups. The staff had identified the following areas to be focussed on next term:</p> <ol style="list-style-type: none"> 1. Makaton training for staff to enable them to sign to pupils. This would benefit SEN and mainstream pupils alike. 2. Spelling – interventions would be introduced as appropriate, and the English Lead would investigate spelling schemes available. Spelling homework would be reassessed. 3. All staff to understand what an Age Related Expectations writer looks like and what a Greater Depth writer looks like. 4. To improve outcomes for Pupil Premium children. 5. All staff to know individual pupils’ needs especially focussing on behaviour with those with more complex needs and how to de-escalate a situation. 	
9	<p>Curriculum 2</p> <p>a) <u>Review of internal data to date</u> The End of Autumn 2022 Data was circulated at the meeting. In Year 1 there were 11-15 pupils in each group. There was one LAC pupil. The SLT had analysed the data and come up with a synopsis of next steps and actions for improvement.</p> <p><u>Year R</u> – there would a focus on reading and writing Common Exception Words (CEW). In phonics, pupils were streamed early in YR.</p> <p>A speech and language intervention group would start in January to focus on correct speech.</p> <p>82% of SEND pupils were working towards this included 3 Dragonfly pupils. This would be 63% if these pupils were excluded from the data.</p> <p>Writing would be a real focus for intervention in the Spring term especially for Pupil Premium pupils. 3 of these pupils were also in the SEND category as they had additional needs.</p> <p><u>Year 1</u> – CEW would be a focus as this was holding back the lowest 25% of pupils. The following interventions would also be started in January:</p> <p>Precision teaching a 1-1 intervention which improved the accuracy of reading and spelling.</p>	

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Early Literacy Support (ELS) a small group intervention run over 16 weeks for 20 minutes. Pupils would receive main input in class, be taken out for 20 minutes and then return to class to access the main lesson.

The class teacher and parents of the LAC child were meeting to discuss spending the funding linked to attainment.

Year 2 - An additional class teacher was to be employed one day a week for interventions for pupils who were borderline. Alternatively, they would teach whole class releasing the class teacher to teach a group. All release time would be done by class teachers and not LSAs ensuring quality first teaching.

The SENDCo would observe interventions to ensure they were effective and to change or adapt if not.

Class teachers would pre-teach maths to pupils who are close to ARE to ensure they can access the learning or move onto the challenge.

In Y2, 4 out of 11 SEND pupils have EHCPs. One pupil has been decelerated to Y1.

Early morning work would focus on handwriting, conjunctions and sentences. This would be scaffolded appropriately so pupils could do the tasks independently.

Q: When would the impact of the interventions be judged.

A: This would be reviewed at the end of the Spring Term.

ACTION 59: Upload End Autumn 2022 Data on GovernorHub as soon as possible.

HT

ACTION 60: Upload End of Spring Term Data on GovernorHub as soon as available.

HT

Q: Pupil premium pupils are lower than the rest of pupils, was that unusual.

A: The PP results were lower than the school wanted them to be. However, it was a focus for interventions especially in writing where the additional teacher would be used. PP pupils got extra funding as typically they need extra help. Service children move regularly and could miss out as they changed schools. Pupils of free school meals families who receive benefits were traditionally underachieving and required support. It was noted that the need had been identified and it was being actioned.

It was noted that some SEND pupils were working at GD.

Q: Would the additional teacher be working with pupils at GD

A: The additional teacher would also be working with these pupils.

Q: How did pupils learn CEW.

A: Pupils start learning them in YR in small chunks. In Y1 pupils received a list of CEW to practice at home with their parents. There was discussion about

	<p>holding sessions for parents and whether some parents who struggled with literacy could be supported.</p> <p><u>Review EYFS baseline data</u> Baseline data was collected at the beginning of YR. It was carried out 1-1 with a familiar adult and tested maths and literacy skills. The data was submitted to the Government who used it at Y6 to calculate Value Added. It was not released to schools. However, the school had noted areas of strength and weakness. Maths skills had been strongest and blending and segmenting was the weakest. This had been fed into the YR action plan. Phonic sounds had been started earlier as had streaming for Phonics in YR.</p> <p>b) <u>SEND update</u> The pre-key standards for Maths and the Communication, Language and Literacy and Mathematical Branch Maps were circulated to the meeting. These were used for assessment for pupils in Y1 and Y2 who were not at the expected standard. 5 pupils in the mainstream were working on pre-key standards and 2 in Dragonfly class. Branch mapping was used for pupils who were not at pre-key standard.</p> <p>Q: What were the Ofsted implications for pupils working at these levels. A: Pupils needed to have immersion into topics at their level. This could be demonstrated to Ofsted.</p> <p>ACTION 61: Upload The pre-key standards for Maths and the Communication, Language and Literacy and Mathematical Branch Maps on GovernorHub.</p>	HT
10	<p>Safeguarding <u>Update on audit actions.</u> There had been 2 actions on the audit, both of which had been done: Maternity leave returners had a renewed DBS. All actions even low level concerns were to be reported on CPOMS. The Social Media Policy was in place.</p>	
11	<p>Policies and other statutory/ best practice documents to be reviewed/adopted (on GovernorHub):</p> <p>a. <u>Accessibility (Plan) Policy</u> The Accessibility (Plan) Policy had been circulated prior to the meeting. Q: Did the staff received Dyslexia Training. A: Training was carried out to include Dyslexia, Dyspraxia and Dyscalculia for 10 local schools. One session had been completed with 5 more sessions were planned. It would be more relevant to include a record of this training in the SEND Policy. Q: What had the courtyard been used for before it was dedicated to Dragonfly class. A: It had not been used as frequently. It had been used for storytelling in the summer, interventions and group sensory circuits. The rabbit was also kept there. It was being used more regularly now. Q: Would this plan be updated annually. A: This would be the case. Q: Would governors be able to see the Tweseldown Infants Strategic Direction document which was shown at the last FGB.</p>	

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	<p>A: This was still a work in progress but would be circulated once completed. A number of amendments had been suggested. It was agreed to carry this forward to the next FGB meeting so these could be incorporated.</p> <p>b. <u>Single Equality Policy.</u> It was agreed to defer this policy to the next meeting.</p> <p>c. <u>Medical Policy including children who are unable to attend.</u> It was agreed to defer this policy for the next meeting.</p> <p>d. <u>Premises Management Policy</u> The Premises Management Policy had been circulated prior to the meeting. Q: Did Hampshire audit the School's paperwork on this. A: The local authority carried out spot checks on schools' paperwork. Q: Was the site manager a qualified PAT tester. A: He was qualified to do PAT testing. Q: Policy said it was to be reviewed by governors every 2 years but date of next review was Autumn 2023 A: This would be amended to Autumn 2024. Q: The policy states under 'Playground and gymnasium equipment' that the 'contractor' was the responsible person to check the equipment, but the site manager does regular checks. Could this be amended to reflect the procedure. A: It would be amended to reflect that the site manager carries out weekly checks, but that equipment is inspected annually by a contractor. Subject to the above amendments the Premises Management Policy was approved by the Governing Board.</p> <p>e. Induction of Early Careers Teachers Policy (Hampshire Model) This was a Hampshire Model Policy which would need to be adopted. The Headteacher confirmed the relevant school information would be included in the policy. The Induction of Early Careers Teachers Policy was approved by the Governing Board subject to the school information being included.</p> <p>f. Managing Allegations of Abuse Policy A statement and policy relating to Managing Allegation of Abuse had been circulated prior to the meeting. Q: Did there need to be a Statement and a Policy A: The documentation would be reviewed as there were a number of amendments and changes which needed to be made. This would be added to the next FGB Agenda. ACTION 62: Amend Managing Allegation of Abuse documentation and add to next FGB Agenda</p> <p>g. Health and Safety Policy The Health and Safety Policy had been circulated prior to the meeting. Q: Was there a training schedule for show all H&S training undertaken and that is was all up to date. A: This was managed by the Admin & Finance Officer. After discussion it was agreed that this would be checked on a H&S Governor visit. ACTION 63: Check H&S Training log up to date. Q: Was asbestos training required given the age of the school.</p>	
		HT/Clerk
		AHH

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	<p>A: It was required even though there was no asbestos on site. An asbestos register had to be kept and needed to be signed by any contractors working on site.</p> <p>Q: What were the rules and processes for access to the rooftop at the school. Was anybody on the school staff rooftop trained.</p> <p>A: No one was allowed access to the roof. However, local teenagers had been climbing onto the roof in the evenings and had broken some toys and equipment. It was thought that this had happened in the dark. There was discussion about possible security measures spikes, anti-theft paint. There was no CCTV on the roof or security lighting. Some scooters had been left on the premises. Concern was expressed that the teenagers could hurt themselves or access the courtyard and potentially access to the school. It was important to report these incidents to the police and to get a crime number to mark the occurrence and frequency of the incidents.</p> <p>The Health and Safety Policy was unanimously approved by the Governing Board.</p>	
12	<p>Governor Matters</p> <p><u>a. Governor Health Check update</u> This had been completed online and would be considered at the next meeting.</p> <p><u>b. Governor Visit Planning for 2022/23 - outline areas for visits</u> Governors were encouraged to book visits for next term especially if they had not visited the school in the Autumn Term. SM was due to visit in the Spring Term to carry out the Schools financial value standard (SFVS) and assurance statement.</p> <p><u>c. Governor Visit Reports</u> The following Visit Reports had been circulated prior to the meeting: <u>Governor Visit - Covid catch up funding data 09.11.22</u> <u>EYFS Autumn visit 01.12.22</u> – The baseline assessment had been examined. The staff had got a good understanding of what each pupil needed. There would be a review at the end of the Spring Term. <u>EYFS RE Autumn visit 08.12.22</u> No further questions or comments were added to the reports. An SEND visit had also been conducted on 08.12.22 which would be reported in the next meeting. A Staff Development and Staff Wellbeing visit had been conducted on 22.11.22 and would be reported at the next meeting.</p> <p><u>d. Governor Training – update</u> The Chair had undergone Safer Recruitment Training, Coaching Skills for Chairs, Chairs’ Forum, Chair workshops and Safeguarding Update. SR had found Attendance Training informative. It was noted that having the Home School Link Worker (HSLW) working with the headteacher to keep track of vulnerable families and including attendance in the school newsletter was beneficial. It was suggested that the HSLW prepare a report for a future FGB on how attendance is being tackled and whether there is anything else that could be done. This could include support from outside agencies or budget.</p>	

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	<p>ACTION 64: Prepare report for FGB on how attendance is being tackled and whether there is anything else that could be done, including whether any support from outside agencies or additional budget would help this.</p> <p>BW was due to attend New Governor Induction training in January and would send the New Governor checklist to the DTG.</p> <p>The Whole Governor Training was scheduled for 11th January 2023 at 7.00pm at Tweseldown Infant School.</p>	HSLW
15	<p>Impact of the Meeting</p> <ul style="list-style-type: none"> • Approving Policies and plans for how to deliver the aims • Monitoring Teaching & Learning through SEN class presentation • Monitoring school improvement through the SDP update and visits • Ensuring funding was used effectively through approval of SLAs. • Monitoring the use of Safeguarding practice and procedures to protect pupils • Monitoring compliance with Policies and plans through planned visits • Developing GB membership through training and mentoring 	
16	<p>Date of Next Meeting FGB – Wednesday 18th January 2023 at 7pm online.</p>	

There being no other business the Chair closed the meeting at 9.05pm.

Summary of Outstanding Actions

Date set	Action	Who
13/07/2022	Review and support school in staffing changes in Governor visits in 2022/23.	All Govs
13/07/2022	Arrange and conduct Individual Governor Reviews with all Governors	Chair
21/09/2022	16: Governors to update School Visit Plan	All Govs
21/09/2022	19: Update and add Accessibility (Plan) Policy to next FGB Agenda	HT/Clerk
20/10/2022	24: Check COSSH assessments completed in visit in December.	AHH
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	33: Governors to review Governor Preparation Document for Inspection and to raise any questions with Chair.	All Govs
16/11/2022	37: Diarise Catering cost review in April 2023.	Ad & Fin Off
16/11/2022	38: Share with Governors anonymised spreadsheets to show how Post LAC funding was spent for FGB.	Admin & Fin Off
16/11/2022	40: Clarify Pupil Premium pupils included in report	DHT
16/11/2022	42: Governors to consider SLT ideas document and other ideas for the Strategic direction of the school in readiness for WGB training in January.	All Govs
16/11/2022	45: Health Check areas for action to be considered at next FGB.	Chair
16/11/2022	47: Add Planned Visits to the Governor Training/Schools Visit Planner on GovernorHub.	Govs
16/11/2022	48: Report on Training Courses booked and/or attended at next FGB meeting.	All Govs /Clerk
16/11/2022	51: Medical Policy to be added to next agenda.	Clerk
16/11/2022	52: Add Single Equality Policy to be added to next agenda.	Clerk
14/12/2022	56: Write to thank the Lions and Christ Church for their generosity.	Chair
14/12/2022	57: Analyse and report on Staff Survey at next FGB.	Chair
14/12/2022	58: Contact Catering company to remind of correct delivery times.	HT
14/12/2022	59: Upload End Autumn 2022 Data on GovernorHub as soon as possible.	HT
14/12/2022	60: Upload End of Spring Term Data on GovernorHub as soon as available.	HT

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14/12/2022	61: Upload The pre-key standards for Maths and the Communication, Language and Literacy and Mathematical Branch Maps on GovernorHub.	HT
14/12/2022	62: Amend Managing Allegation of Abuse documentation and add to next FGB Agenda	HT/Clerk
14/12/2022	63: Check H&S Training log up to date.	AHH
14/12/2022	64: Prepare report for FGB on how attendance is being tackled and whether there is anything else that could be done, including whether any support from outside agencies or additional budget would help this	HSLW

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