

Tweseldown Infant School



Minutes of the Full Governing Board

Date: Tuesday 28th March 2023 at 7.00pm
 Venue: Tweseldown Infant School

Present:

Kim Tottem	Headteacher		
Deborah Stephenson	Co-opted Governor	Chair	
Mark Fricker	Co-opted Governor	Vice-Chair	<i>arrived in item 3</i>
Mark Butcher	Co-opted Governor		
Alison Fairclough	Staff Governor		
Alex Harris-Hooton	Local Authority Governor		
Ian Humphrey	Co-opted Governor		
Stuart Meadows	Co-opted Governor		
Sarah Pengelly	Parent Governor		
Ben White	Parent Governor		

Apologies

Danica Bulgin	Co-opted Governor
Samantha Read	Co-opted Governor

In Attendance

Louise Barnes	Deputy Headteacher
Rebecca Willows	Clerk

The meeting was Quorate (10/12 Governors in attendance 83%).

The meeting commenced at 1903.

Item		Actions
1	<p>Welcome and apologies for absence</p> <p>The Chair welcomed all to the meeting. Apologies had been received and were accepted from Danica Bulgin and Samantha Read. The Chair apologised that some documents had only been updated earlier that day. This was due to the fact that they had only been received from the school office that day.</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>Any urgent items to be added to the agenda.</p> <p>Corrigenda Contract – The Corrigenda Maintenance Service Proposal, Appendix and Supporting Documents and a recommendation from the site manager had been circulated prior to the meeting. The school had previously ceased to subscribe to the Hants Property SLA and had an arrangement with Corrigenda whereby the school would pay for each call out. The school had budgeted for this in the past few years in the region of £20,000. In the current year, £15,000 had been spent. Corrigenda now wanted the school to enter into a contract with Corrigenda. Two options were quoted for:</p> <p>Option 1 £4,950 p.a. for 12 months Option 2 £4,574 p.a. for 36 months</p> <p>The agreement needed by be accepted by 31st March 2023.</p> <p>Q: What was included in the contract as a list of additional prices was contained in the documentation?</p> <p>A: The Admin and Finance Officer and the Site Manager had scrutinised the documentation were recommending Option 2. The Site Manager considered that he would be able to carry out most of the items contained in the list of additional prices.</p>	

Signed by Chair: *D. Stephenson*

Date: 16/05/23

	<p>A governor who had been involved in the working party when the move to Corrigenda was approved commented that part of the reasoning for going with Corrigenda was that they would carry out statutory testing and take on certain liabilities.</p> <p>Q: Were the testing and liabilities still included in this agreement. A: It was confirmed that this was still the case.</p> <p>The school would still pay an emergency call out charge of £180, which was what the school currently paid.</p> <p>Q: What was covered in the cost of the annual contract price of £4500? There was an emergency call out charge on top, but what about follow up work? A: Additional work would be charged too and this was what was currently happening. The £4500 included maintenance services and the legislative and compliance certificates. There was also a help desk to give advice to the site manager. An annual inspection of the mechanical installations to heating, ventilation, electrical installations and guidance and building fabric services was also included.</p> <p>The Headteacher recommended approval of the Corrigenda contract; it had been included in the budget.</p> <p>The Governors approved the school entering into Option 2 of the Corrigenda Contract.</p> <p><u>YBC Cleaning Contract</u> The cleaning contractor had proposed increasing their prices by 8% due to the increase to their costs. After negotiations with them, an increase of 5% was proposed. The company were employed to clean for 8 hours a day and an annual deep clean with a total cost of £28, 128.28</p> <p>Q: How much more was this than budgeted for? A: It would be an additional 5% which was approximately £1400. If this was not agreed, the school would have to go out to contract. The standard of cleaning was satisfactory and the site manager worked well with the cleaning contractor. It was recommended that this be approved for one year only and then the school would review the cleaning contract.</p> <p>The Governors approved paying the cleaning contractor an additional 5% for one year when the contract would be reviewed.</p>	
4	<p>SFVS The SFVS Checklist for 2022-2023 had been circulated prior to the meeting. This had been carried out by the SFVS Governor in consultation with the Admin and Finance Officer. Two questions had arisen as a result of the SFVS:</p> <ol style="list-style-type: none"> 1. The school is actively considering the implications of potentially falling pupil numbers on the budget and is developing contingency plans. 2. The GB will select additional individuals for Finance training dependent on the decision on whether to return to a committee structure. <p>There were no questions arising from the SFVS.</p> <p>The Governors approved the SFVS 2022-2023. ACTION 93: SFVS to be signed by the Chair of Governors to be submitted by 31st March 2023.</p>	Chair
5	<p>Approval of Minutes The minutes of the FGB meeting on 22nd February 2023 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 FGB meeting on 22nd February 2023 had been circulated to those present at that meeting. The minutes were accepted as a true and accurate record and approved and were to be signed online by the chair.</p>	
6	<p>Actions and matters arising from meeting of 22nd February 2023</p>	

<p><i>Actions arising in the Confidential Minute of 22nd February 2023 were recorded in a confidential minute.</i></p> <p>All actions had been completed except the following:</p> <ul style="list-style-type: none"> • <u>80: Share with Governors anonymised spreadsheets to show how Post LAC funding was spent for FGB. This had been produced and was shared on screen. It showed a breakdown on funding for each pupil (anonymised).</u> ACTION 94: Liaise with Headteacher on school visit concerning how post LAC funding has been spent for each pupil. • <u>81: Contact the LA SEND team to find establish when the funds would be received. The School was waiting for a date to meet with the relevant person at the LA SEND team. It was not clear what funds should be received by the school as there was some divergence between the School's and the LA's understanding of the level of funding. The school had produced a spreadsheet detailing what had been spent on each pupil. However, it was difficult to work out what the school should be receiving; the method of calculating funding had been changed from hours to banding and this needed clarification. Funding was received termly. In addition, the school had understood that payments would be backdated, however, even though the school had received some payments, there were discrepancies in the payments received. The pupil who should have received 2:1 funding was not being funded at this level.</u> ACTION 95: Chair and Headteacher to request meeting with LA SEND Department representative to go through each pupil with an EHCP to clarify the funding position. ACTION 96: SEND Governor to meet with Chair and Headteacher to discuss the SEND funding situation. Q: Did the school have a paper trail evidencing what had been agreed with the LA SEND Department. A: There was a paper trail evidence in place. • <u>84: Invite LA to a meeting to discuss the PAN/NOR</u> The Headteacher and Chair of Governors had met with the Strategic Planning Officer from the LA about the concern over the falling number on roll (NOR) and the school was advised that they would need to drop their Published Admission Number (PAN). The Headteacher had circulated a document with information following the meeting. A spreadsheet had been shared showing the predicted NOR for future years as follows: 25/26 – 87 26/27 – 84 27/28 – 83 There was a consultation process due to take place concerning catchment for a new housing development being constructed. However, on the best case scenario it was predicted that this would involve 12 – 13 pupils per academic year divided between 3 schools. Unless the PAN was reduced, the school would have to fund a classroom if there were over 90 pupils as the current PAN was 120. In infant schools the maximum class size was 30. This would adversely affect the Budget. In order to reduce the PAN, the school needed to complete a form in the Autumn term. The form was circulated via School Communications in September. The reduction would be ratified in the Spring, but would only take effect in 2025/2026. This would be done in consultation with the Strategic Planning Officer. If the date for submitting the form was missed, the application needed to go to the Office of Schools Adjudicator. 	SR
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	<p>The school was not in favour of having split year groups. However, it was thought that the LA may be in favour of reducing the PAN by less than 30. There was discussion about the advantages and disadvantages of being under PAN; if the school was under PAN the school was obliged to take pupils who needed a school place. Currently the school had 21 pupils in Y2 who were working at pre-Key Stage Level who had been placed in the school from out of catchment area. There were budgetary implications for having 30 less pupils, which would affect staffing levels. This was borne in mind when considering the terms on which staff were employed, for example using fixed term contracts instead of permanent contracts.</p> <p>Q: Was this to drop the School's PAN for 2025-2026? A: In order to reduce the PAN for 2025-2026, the school needed to apply in September 2023. A decision needed to be made nearly 2 year in advance. However, it was based on the small area population forecast produced by the local authority. Crookham park was a maturing estate, the children living in the estate were getting older and families were not moving from the estate.</p> <p>This was currently for information but would be considered in greater details in the Autumn Term.</p> <ul style="list-style-type: none"> • 86: Confirm contractual position regarding MUGA project. The school had not signed an agreement for the MUGA project. The Company agreed to defer the project to the Summer Holidays. However, the price of the project had increased by £1800. An updated estimate for the MUGA had been uploaded onto GovernorHub. <p>The Finance Working Party had met on 6th March and 20th March with the Admin & Finance Officer and were confident with the financial data for the next few years. The HCC Detailed Report - Gov 20.03.2023 had been circulated prior to the meeting. The financial position looked more sustainable even though it would get worse gradually over the next few years, however, a healthy reserve could still be retained. As a result the working party recommended that the MUGA project should go ahead.</p> <p>Q: Was the project scheduled to go ahead over the Easter Holidays? A: The project would take place over the Summer holidays, as the company were already committed over the Easter holidays. There would be an increased cost of £1800. This was considered preferable as the land in question was incredibly wet and boggy currently. It was suggested that further fundraising could be undertaken if necessary to cover the additional cost.</p>	
7	<p>Finance</p> <p>a. <u>Report on Strategic Aims and Risk Register</u> High level risks had been considered by a working party. A draft template had been produced, which had been reviewed and was being refined. This had been circulated to the Risk Register working party and further sessions had been diarised with relevant governors and members of staff. A session on Safeguarding had been scheduled for 24th April and a meeting to cover Financial Risks would be scheduled once the Budget had been agreed. The aim was to bring the Strategic Risk Register back to FGB for sign off by May.</p> <p>b. <u>Review on DHT training – impact and value for money</u> <i>This was to be deferred to the Summer Term.</i></p> <p>c. <u>Update by Finance Working Party</u> This had been dealt with under item 6 above. In addition, details of the Capital Budget had been circulated prior to the meeting. Governors were made aware</p>	

	<p>that this stood at £78,599. The capital allocation for the current year was £7983. There were strict criteria for which the capital budget could be used.</p> <p>d. <u>Discuss and agree priorities for next financial year - linked to SDP</u> This was being considered by the FWP.</p>	
<p style="text-align: center;">8</p>	<p>Benchmarking</p> <p>Benchmarking data had been circulated prior to the meeting.</p> <p>Q: Income from facilities & services was very low compared to other schools, although we already know we need to improve this.</p> <p>A: The headteacher had contacted one of the other schools to enquire why the facilities and services income was high and had been told it was through hiring out their MUGA.</p> <p>Q: How are other schools making so much income from catering services?</p> <p>A: The schools which had income from catering services were Primary or Junior Schools as KS2 pupils paid for school lunches. However, it was received as income but paid out to cover the cost of lunches.</p> <p>The Chair had requested a breakdown of staff from the Admin & Finance Officer, which had been circulated on GovernorHub. The breakdown of Full Time Equivalent (FTE) teachers was 15.34. Further information was needed for the FTE for teaching assistants, so that Governors could use the benchmarking data effectively.</p> <p>ACTION 97: Obtain details of FTE Teaching assistants for Governors.</p>	<p style="text-align: center;">Chair</p>
<p style="text-align: center;">9</p>	<p>Ofsted Action Plan</p> <p>The Ofsted Action Plan had been circulated prior to the meeting. The following questions and comments were received from Governors:</p> <p>Q: The monitoring side needs to be more detailed for reporting back to Governors i.e. what information can we expect to see, bench marking against other schools etc.?</p> <p>Q: Could a column be added for monitoring evidence so the action plan can be updated each term.</p> <p>A: More monitoring details had now been included.</p> <p>Q: Need timescale for objective 3 (Maths) also are there any cohort groups (Boys, Girls, FSM) we should be focusing on?</p> <p>A: Time scales had now been inserted.</p> <p>Q: It looks like there are 3 objectives on the last page without an objective number or alignment with the text in the other sections.</p> <p>These were actions within the objective and the formatting had now been amended. It was suggested that Governor visits could be used for example to see what improvements had been made.</p> <p>A governor commented that it was great to see that action has been taken swiftly to address the key outcomes and in creating key objectives. Monthly updates to FGB was a great idea. Pupil voice was mentioned on a number of occasions as well as objective 5 – one governor was interested in this element and how the children have an input and what the improvements were going forward. A pupil voice visit was planned next term.</p> <p>The Headteacher would look to merging the Ofsted Action Plan in with the objectives contained in the School Development Plan in September differentiating by font but having it contained in one document.</p>	

	<p>Q: The timescale for subject leaders to design an over view with the golden thread highlighted was for July 2024 seemed a long way in the future, should this not start to be threaded through from September 2023.</p> <p>A: A start would be made, however, there were many different subject areas and the school wanted to make sure this was done properly, so the view was that this would be progressed slowly. The headteacher wanted to visit Elvetham Heath Primary School as, they had golden threads in place and got outstanding for their curriculum. The plan was that each subject leader would meet with the DHT to look at the knowledge from Early Years through to KS2. Then subject leaders would prepare the overview and then bring it back to a staff meeting to explain the golden thread to teachers for each subject. Governors were keen to improve planning and outcomes as soon as possible.</p> <p>Q: Could more detail on the costs be included, with whether they will be one off or ongoing.</p> <p>A: This could be added although the main cost was releasing staff from the classroom which tended to be covered by an HLTA or TA. The costs would be looked at and considered. Governors wanted to ensure that there were no hidden costs and ensure all costs were included in the budget.</p> <p>ACTION 98: Upload revised Ofsted Action Plan on GovernorHub ACTION 99: Look at potential costs involved in Ofsted Action Plan</p>	<p style="text-align: center;">HT HT</p>
<p>10</p>	<p>Headteacher's Report (Written)</p> <p>Curriculum Focus March 23 document including Year 1 Parent and Pupils Survey, the YR parents questionnaire, details of Learning Walks, monitoring, book scrutinies carried out including writing, English and Maths, planning and SEND provision, Well-being survey results analysis, the Equality and Diversity Survey feedback and assessment and progress data for each year group had been circulated prior to the meeting.</p> <p><u>Staffing</u></p> <p>The Staff organisational chart for the next academic year would be shared with Governors following May half term. Two Year Leaders (one on a one year fixed term contract) and one ECT had been appointed for September. Performance Management interim reviews have been taking place over past two weeks and would be completed by the end of the Spring Term.</p> <p>Some members of staff had made use of the Employee Support Line. Since the Ofsted inspection, pressure on staff had reduced which was positive.</p> <p><u>Trial Attendance Certificates</u></p> <p>This would begin after the Easter holiday. The Senior Attendance Champion would prepare a certificate for the class with the best attendance each week on a Friday.</p> <p><u>Equality and Diversity Survey feedback</u></p> <p>The points that were being taken away from the survey were:</p> <ol style="list-style-type: none"> 1. The need to improve diversity within religions. Some parents had suggested having a World Food Day where parents from different cultures would come into school to share food and wear traditional clothing. Celebrating national days and different holidays was also suggested. The school already marked Chinese New Year, Diwali and Eid. However, additional days from other cultures would also be considered. 2. An Equality and Diversity week to celebrate uniqueness had also been suggested by parents. It was hoped to incorporate this into the next academic year. 	

3. Invite other faiths, nationalities and organisations in to talk to the children in assemblies. This had also been picked up by Ofsted. The Headteacher had contacted Chloe and Sophie's Ear Fund which raised Deaf awareness to do an Assembly in the Summer Term. The Buddhist Temple in Aldershot had been contacted, they would also visit the school to talk about Buddhism, and it was hoped that the school would visit the Temple in the next academic year. The army padre had also been contacted with an invitation to lead some assemblies and a response was awaited.

Dragonfly class

The class had 5 pupils for the next academic year. It was important to secure the funding for the class.

Other matters

The Spring Sale had taken place on 25th March and approximately £2800 had been raised. The funds would be put towards purchasing some sails to offer shade in the KS1 playground.

SATs and Y1 Phonics tests and Y2 Phonics resits were due to be held in May. 4 pupils would be disapplied for SATS in Y2 as they were working at pre-Key Stage.

Waitrose had selected the school with support for vulnerable families with a donation of £7,500 which would be received in June.

Progress and update against School Development Plan.

The pupils had been streamed for phonics throughout the school, although the school would revert to whole class phonics in the Summer Term so that teachers would have accountability for their own pupils and detailed knowledge for report writing.

Opportunities for writing – writing was a focus in all subjects not just in English, emphasising the use of spelling common exception words pupils have learned, correct punctuation, finger spaces and adjectives and adverbs in all writing.

Support staff were running a wide range of interventions.

Q: What sort of interventions are used for English when pupils struggle?

A: The headteacher had prepared a list of interventions and would upload the list onto GovernorHub.

ACTION 100: Upload interventions list on GovernorHub.

Dyslexia training had also been implemented to help support writing, and adapting practice to support pupils with dyslexia. For example, using different coloured overlays, an off white background colour for the interactive whiteboard, dark blue print and being mindful of what font is used.

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Greater Depth (GDS).

Teachers had been undertaking moderation. The Y2 and YR year leaders had attended Hampshire training for moderation. All teachers had attended a moderation session at Elvetham Heath Primary School which had included moderation at GDS and age related expectation.

Early Years

Interventions had been implemented. The outside area had been developed more fully this academic year. There was a focus on use of language and communication and the love of reading throughout the school.

Inclusion

Emphasis was put on starting pupil's learning from their own individual starting point and using assessment for learning with pupils to establish their strengths and what

	<p>were their next steps. Some elements may need to be retaught. The school was upskilling teachers to be able to work this way.</p> <p>The SENCOs were working well together. The YR SENCO was preparing for the pupils entering Dragonfly class next September. The KS1 SENCO was preparing EHCP applications for pupils in KS1.</p> <p>2 pupils from Dragonfly class were moving into mainstream after Easter which was very positive. They had been integrating part time so far.</p> <p>A YR pupil would be joining Dragonfly class after Easter and potentially another KS1 pupil.</p> <p>A KS1 SEND Coffee morning was to take place on 29th March at drop off, which offered a chance for parents to have a discussion with the KS1 SENCO.</p> <p>All costings had been uploaded onto the Provision mapping software. This enabled staff to search for individual pupils with an Individual Learning Plan or Education Health and Care Plan to find out what interventions had been implemented, the cost of these and the outcomes.</p>	
<p>11</p>	<p>Questions and Challenge</p> <p>Q: It was good to see so many positive marks and comments. In relation to the few negative comments and areas where there are higher rates of disagreement e.g. managing unacceptable behaviour, being informed of progress and how to support learning, please could you let us know what actions are being taken to address the issues.</p> <p>A: Parents were informed of their children’s progress. As a statutory requirement schools had to report on progress to parents 3 times a year. At Tweseldown, this was done at Parent’s evenings in the Autumn and Spring terms and in the Summer Term a written report was given to parents. Parents were given the option of a face to face meeting with the class teacher following receipt of the report. The school operated an open door policy. Parents were informed of where their child was against national expectations at Parent’s evenings and given ways they could support their child with their learning. Parents were given information about what children have been learning in the weekly newsletter, a half termly grid was given to parents detailing what children were learning in each subject. Year pages on the School website gave information of what pupils were learning each half term.</p> <p>Prior to Covid, the school ran workshops on how reading, writing and maths were taught in school. The school was considering running these again. These would be run in the Autumn Term and they may be run in the Summer Term as well.</p> <p>Q: How are incidents of unacceptable behaviour addressed?</p> <p>A: The behaviour policy was being followed. Staff were adapting to the new behaviour policy and getting used to following the steps in the policy. Behaviour was improving. It was noted that this had been raised by Ofsted and in the Parents Surveys. An inset on Behaviour had taken place as a result of the Ofsted inspection. Emphasis was put on respect, learning, children being safe. All areas around school were considered and class teachers had asked pupils what they wanted behaviour to look like in different areas following these values.</p> <p>Q: In terms of learning walk findings - what actions were being taken?</p>	

A: Following a learning walk by the Headteacher and Deputy Headteacher, the findings would be disseminated at a Senior Leadership Team (SLT) meeting. Then that would be shared by the Year Group leaders to their year groups at weekly meetings. The SLT would check on any actions raised to confirm whether they had been done. There was a monitoring schedule, which had a specific focus. Weekly actions were considered at SLT meetings to check whether matters in learning walks had been addressed.

Q: Did the School have girls and boys uniform?

A: There was not a girls or boys uniform.

Q: How often did the school review resources to ensure they reflect diversity?

A: This had been done extensively when the school had moved to the new site including books, posters, dolls and toys which reflected diversity. Based on the recent Diversity and Inclusion sessions with parents and on observations when visiting the school the opinion was expressed that a review of resources was not currently required, however, if staff thought any additional resources were required this could be raised. When introducing the RSE curriculum, the school had purchased books and other resources which reflected modern day life and families which were distributed through classes and in the library.

Q: Were parents aware of these resources?

A: When the new curriculum had been introduced, the resources had been featured in a newsletter, however, as some pupils had joined the school since then, they could be featured again.

ACTION 101: DHT include information about Diversity and Inclusion and RSE resources in newsletter to parents. DHT

Q: Could information about these be included on the school website?

A: Information could be included under the curriculum tab.

Q: Was a copy of the Geography curriculum or lesson plans for KS1 available to share, just to show how the policy is implemented.

A: The Geography lead had agreed to give a presentation about Geography to the FGB.

ACTION 102: Add Geography lead curriculum item to next FGB agenda Clerk

Q: There was some good feedback from the pupil & parent surveys and can you update us on any changes or ideas that are being implemented off the back of this?

A: Many aspects of this had been covered under the Headteacher's report. In addition, when the SLT look at parental feedback they always looked for three strengths and two or three areas for development. Feedback to parents was always given in the newsletter. Feedback from the latest Y1 survey had been given in the newsletter dated 23rd March 2023. It was good to note that 95% of children felt that they learned a lot at school. Communication using one email instead of several was being adopted.

Q: Had the zones of regulation training taken place? What was the impact?

A: This took place on the last full inset day. In YR four coloured monsters were being displayed. Red meant angry, yellow was wobbly, green was happy and blue was low mood. When children needed to regulate their emotions, they would point to an appropriate coloured monster to communicate how they were feeling. Through the

	rest of the school, individual pupils were using zones of regulation using coloured cards.	
12	<p>Safeguarding update</p> <p>Three pupils were on a Child Protection Plan, three were Children in Need and two pupils were on Early Help.</p> <p>The Headteacher had undergone Safeguarding training on child sexual abuse. There was a new strategy and resources available. Information could be found through the local safeguarding partnership website.</p> <p>Due to changes in GDPR, schools would become a data controller in the event that police were called to incidents of domestic abuse where children were in the household as a copy of the police report was sent to the Headteacher.</p> <p>Risk Assessments for School trips which were uploaded onto Evolve. The Health and Safety Governor would review these on a school visit.</p> <p>ACTION 103: Health and Safety Governor to review Risk Assessments for School Trips on next school visit.</p> <p>Year R and Dragonfly class had been on a school trip to a farm. Most pupils had travelled on a coach and some in a car with appropriate ratios and insurance and 3 point seatbelts.</p> <p>The school were always reviewing safeguarding procedures particularly after incidents. Recently the school watched the NSPCC video 'Pantasaurus' followed up by circle times on appropriate touch.</p>	H&S Gov
13	<p>Health and Safety</p> <p>The Health and Safety Governor done some training which had highlighted a number of matters:</p> <p>Governors and the Leadership Team were all responsible for Health and Safety and could be liable.</p> <p>Access to the roof by young people had dwindled recently, however, the school needed to put in as many measures as possible to stop them gaining access such as anti-paint, removing any objects which could be climbed on to gain access. Unless sufficient measures were implemented, the school and Governing Body could be held liable. The Headteacher confirmed that all items had been removed and anti-climb paint had been used. There was a chain on the flat roof, but this had been vandalised.</p> <p>Q: Had the door from the quadrangle been fixed as this posed a security risk if someone climbed in from the roof? Could the capital budget be used for this? A: It was possible to use the capital budget.</p> <p>ACTION 104: Obtain costings to fix or replace the broken door in quadrangle.</p> <p>The trees in the grounds had been inspected recently and the site manager was obtaining quotes to have the trees chopped back.</p> <p>A retaining wall between the estate and the path to YR needed to be checked regularly as the wood was beginning to rot. This was owned by the estate but needed to be closely monitored.</p> <p>Quotes were being obtained to replace the window in the library which was cracked. The window was made of safety glass so would not shatter.</p>	HT

	<p>The Health and Safety Governor had been made aware that he needed to review the content of all risk assessments.</p> <p>ACTION 105: Add Health and Safety as standing item on FGB agenda</p>	Clerk
14	<p>Policies and other statutory/ best practice documents to be reviewed/adopted (on GovernorHub):</p> <p>a. <u>Accessibility (Plan) Policy (carried forward from last meeting)</u> The Accessibility (Plan) Policy had been circulated prior to the meeting. There were no questions raised. The Accessibility (Plan) Policy was approved by the Governing Body.</p> <p>b. <u>Online Safety Policy (carried forward from last meeting)</u> The Online Safety Policy had been circulated prior to the meeting. There were no questions raised. The Online Safety Policy was approved by the Governing Body</p> <p>c. <u>Admissions Policy</u> The Admissions Policy had been circulated to Governors for information only and was on the school's website.</p> <p>d. <u>Geography Policy</u> The Geography Policy had been circulated prior to the meeting. The references to Tapestry would be removed. Subject to the amendments above the Geography Policy was approved by the Governing Body</p> <p>e. <u>Handwriting Policy</u> The Handwriting Policy had been circulated prior to the meeting. There were no questions raised. The Handwriting Policy was approved by the Governing Body</p> <p>f. <u>Higher Attainers Policy</u> This policy was no longer required.</p> <p>g. <u>Literacy Policy</u> The Literacy Policy had been circulated prior to the meeting. There were no questions raised. The Literacy Policy was approved by the Governing Body</p>	
15	<p>Governor Matters</p> <p>a. <u>Governor Visits Plan</u> During the Summer Term Governors should look at the Ofsted Action Plan and plan visits to tie in with that Plan. Visits should be coordinated. Governors were reminded to update the Governor Visits spreadsheet on GovernorHub. ACTION 106: Chair to contact Governors to coordinate visits and highlight areas to be monitored. Governor Visits planned for the Summer Term so far were: LAC funding and SEND – SR SEN – MF Pupil Voice – SP Early Year – SP Single Central Register – SP Writing – DS ACTION 107: All Governors to review Visits tracker and update with visits for Summer Term.</p> <p>b. <u>Governor Visit Reports</u> The Early Years Governor Visit report had been circulated prior to the meeting. The EYFS Governor visited each term to track the pathway EYFS follows from baseline</p>	<p style="text-align: center;">Chair</p> <p style="text-align: center;">All Govs</p>

	<p>assessment, looking at the data and seeing how they go through to Y1 and it was good to see how pupils were progressing. The EYFS lead had a thorough knowledge of all pupils and was quick to identify any gaps for each pupil and what the next steps were for each pupil. The YR Survey results were discussed and what changes were being implemented as a result e.g. the class attendance certificates. Items which had been red on the School Development Plan, which were mostly best practice external visits, had now been completed. The outside area had been split into specific areas and would be reviewed at the next governor visit.</p> <p><u>c. Governor Training update</u> The Health and Safety Governor had done Health and Safety Training. The Chair had attended the SEND Conference, Strategic Finance training, Leadership Development Workshop and Essential training for Safeguarding Governors and Chairs.</p> <p>The Chair had done produced a list of all courses available and the number of Governors who have been trained on all those courses which was on GovernorHub.</p> <p>A Governor had done A Governor’s Role in Employment Matters and uploaded the course materials onto GovernorHub.</p> <p>It was important that Governors considered what training Governors should have to meet their statutory requirements. In some areas no Governors had been trained. The training was valuable. Most of the courses were webinars. Governors were encouraged to look at the courses available and sign up. In addition, Governors were asked to upload training resources for courses attended in the Development and Training folder on GovernorHub.</p> <p>ACTION 108: All Governors to check their own training list on GovernorHub and make sure the Training grid was up to date.</p> <p><u>Potential letting of hall.</u> The School had been approached by a dance class that wanted to hire the hall on a Saturday but indicated that they could not afford the rate of £15 per hour. They intimated that they could hire a hall at Zebon Copse for £10 an hour. It would mean the after school clubs currently run at the school would relocate too. There were not any implications for opening and closing the building as they were currently a keyholder and covered by their own insurance. It would mean additional income and would benefit the pupils. However, the advertised rate for the hall at Zebon Copse was £22.80 per hour. Further information was needed before a decision was made. What rate was the dance school currently paying for after school clubs?</p> <p>ACTION 109: Make further investigations about hall rates regarding dance class.</p>	<p style="text-align: center;">All Govs</p> <p style="text-align: center;">HT</p>
<p>16</p>	<p>Impact of the Meeting</p> <ul style="list-style-type: none"> • Monitoring the use of Safeguarding practice and procedures to protect pupils • Holding Leaders to account for health and safety • Monitoring compliance with Policies and plans through visits • Approving Polices and plans for how to deliver the aims • Ensuring the financial performance of the school was well managed through the School Financial Value Standard. • Ensuring funding was used to benefit pupils in school regarding MUGA. • Ensuring funds were being well spent with approval of Corrigenda Contract and YBC cleaning contract. 	

Tweseldown Infant School
Minutes of the Full Governing Body
Wednesday 28th March 2023 at 7.00pm

	<ul style="list-style-type: none"> • Developing a Risk Register for the school. • Planning for School Improvement by reviewing Ofsted Action Plan. • Developing GB membership through training 	
17	Date of Next Meeting FGB – Tuesday 16th May 2023 at 7pm at Tweseldown Infant School	

There being no other business the Chair closed the meeting at 9.04pm.

Summary of Outstanding Actions

Date set	Action	Who
28.03.23	93: SFVS to be signed by the Chair of Governors to be submitted by 31st March 2023.	Chair
28.03.23	94: Liaise with Headteacher on school visit concerning how post LAC funding has been spent for each pupil.	SR
28.03.23	95: Chair and Headteacher to request meeting with LA SEND Department representative to go through each pupil with an EHCP to clarify the funding position.	Chair/HT
28.03.23	96: SEND Governor to meet with Chair and Headteacher to discuss the SEND funding situation.	Chair/HT/ SEND Gov
28.03.23	97: Obtain details of FTE Teaching assistants for Governors.	Chair
28.03.23	98: Upload revised Ofsted Action Plan on GovernorHub	HT
28.03.23	99: Look at potential costs involved in Ofsted Action Plan	HT
28.03.23	100: Upload interventions list on GovernorHub.	HT
28.03.23	101: DHT include information about Diversity and Inclusion and RSE resources in newsletter to parents.	DHT
28.03.23	102: Add Geography lead curriculum item to next FGB agenda	Clerk
28.03.23	103: Health and Safety Governor to review Risk Assessments for School Trips on next school visit.	H & S Gov
28.03.23	104: Obtain costings to fix or replace the broken door in quadrangle.	HT
28.03.23	105: Add Health and Safety as standing item on FGB agenda	Clerk
28.03.23	106: Chair to contact Governors to coordinate visits and highlight areas to be monitored.	Chair
28.03.23	107: All Governors to review Visits tracker and update with visits for Summer Term.	All Govs
28.03.23	108: All Governors to check their own training list on GovernorHub and make sure the Training grid was up to date.	All Govs
28.03.23	109: Make further investigations about hall rates regarding dance class.	HT

Signed by Chair

D. Stephenson

Date 16/05/23