

Tweseldown Infant School



Minutes of the Full Governing Board

Date: Tuesday 14th June 2023 at 7.00pm
 Venue: on Teams

Present:

Kim Tottem	Headteacher		
Deborah Stephenson	Co-opted Governor	Chair	
Mark Fricker	Co-opted Governor	Vice-Chair	<i>arrived in item 9</i>
Alison Fairclough	Staff Governor		
Ian Humphrey	Co-opted Governor		
Stuart Meadows	Co-opted Governor		<i>arrived in item 5</i>
Sarah Pengelly	Parent Governor		
Samantha Read	Co-opted Governor		<i>arrived in item 5</i>
Ben White	Parent Governor		

Apologies:

Danica Bulgin	Co-opted Governor
Mark Butcher	Co-opted Governor
Alex Harris-Hooton	Local Authority Governor

In Attendance:

Gemma Saunders	Geography Lead	<i>for item 3 only</i>
Louise Barnes	Deputy Headteacher	
Rebecca Willows	Clerk	

The meeting was Quorate (6/12 Governors 50% at the start of the meeting)

The meeting commenced at 1904.

Item		Actions
1	Welcome and apologies for absence The Chair welcomed all to the meeting. Apologies for absence had been received and were accepted from Danica Bulgin, Mark Butcher and Alex Hooton-Harris. Mark Fricker had apologised as he would be joining the meeting late.	
2	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.	
3	Curriculum Report – Geography This was deferred until after item 5.	
4	Any urgent items to be added to the agenda. Items about Albany Park, Sandy Lane road closure, teenagers accessing the roof, approval of INSET days would be covered under the Headteacher’s Report. An item about a Governor resignation would be dealt with under Governor Matters.	
5	Approval of Minutes The minutes of the FGB meeting on 16th May 2023 had been circulated prior to the meeting. The minutes were accepted as a true and accurate record and approved and would be signed online by the Chair. The confidential minute of the FGB meeting on 16th May 2023 had been circulated prior to the meeting to those who had been present. The minutes were accepted as a true and accurate record and approved and would be signed by the Chair, sealed in an envelope and returned to the school to be filed securely. <i>SM and SR joined the meeting</i> <i>GS joined the meeting</i>	
3	Curriculum Report – Geography The Geography Report had been circulated prior to the meeting. The Geography Lead was welcomed to the meeting.	

Signed by Chair D.Stephenson

Date 12.07.23

Geography was taught in blocks of 5-6 lessons in KS1. In Early Years, it was included in Understanding the World and it was more implicit. It might be taught in one off lessons but was also included in continuous provision.

Planning was shown in Long Term Plans and Medium Term Plans. The Progression of Skills document showed progression from Year R to Year 2. This had been updated with the new Year R milestones.

Since becoming Geography Lead, GS had hosted and attended Geography Cluster meetings, which had been very useful. She had also attended Hampshire Network meetings led by Hampshire Advisors, and had taken the opportunity to show the school's planning to the Advisor for feedback.

Geography was in a strong position at Tweseldown. Pupils enjoyed lessons. The Geography Lead had reflected on what went well and what areas could be changed or developed.

Attainment and progress – teachers had used knowledge organisers to focus on the National Curriculum aims and objectives which were being covered. There was good communication between staff in school. Staff would recap learning to ensure pupils were secure before moving pupils on with their learning.

Classes in a year group would teach the same aims and objectives in a similar way but would adapt lessons for the individual needs in their class.

Floor books showed good coverage of what the class learning had been, although it did not show assessment for each pupil.

Currently Geography had been taught mainly inside. However, Geography was a subject which lent itself to being taught outside and this would be the aim for the following year. Pupil Voice had indicated that pupils wanted to learn outside practically. Cluster meetings had discussed how to do more field work, using more practical resources for learning e.g. using spaghetti to make maps.

Staff have worked together and more experienced staff support colleagues with less experience. The Geography Lead had led an INSET about moving away from worksheets and getting lessons outside.

Y2 were due to have a Geography Day in the next few weeks, as they had missed out on this type of learning due to Covid. YR were making Pirate Treasure maps outside, and there Y1 looked at local Habitats. There was also outside learning looking at the environment.

The big focus was to move away from worksheets and using paper maps for labelling and moving to making Geography learning more practical. For example, looking at the big maps outside and using atlases to help find capital cities on the big maps.

The overview for next year included fieldwork. This was included in the Medium Term Plans. Expectations of getting learning outside was clear. The Geography Lead had worked with a teacher from another school regarding planning using the Hampshire Planning document linked to the National Curriculum (NC) Aims. This had been used for the planning to ensure that the NC aims had been covered repeatedly in different areas.

More good quality compasses were needed at the school to enable the new approach.

Individual Geography books would be introduced next year instead of Floor books. These should include a mixture of photos and written work. However, it should be

	<p>accessible for pupils who struggle to record. The books would be monitored over the year.</p> <p>The Geography Overview had been refined with advice from a Hampshire Advisor:</p> <p>Year R – Their walk to school. Look at Church Crookham – a village Year 1 – Their school and local area. Look at Fleet town and compare to town in Finland. Look at Finland (a cold country) Year 2 – The UK. Look at Winchester a city. Beaches. Look at Australia (a hot country) and a specific city in Australia and compare to Winchester.</p> <p>There should be a key question for each topic which children should be able to answer at the end of the topic. This would also aid monitoring learning.</p> <p>Governors noted that all aspect of the NC were covered by the Geography Lead’s plans and she was to be congratulated.</p> <p>Q: Was there enough Budget to do all you wanted to achieve in the next academic year.</p> <p>A: This was uncertain; the Geography lead wanted to make a lot of changes. The need to buy new compasses had not yet been costed as this need was recognised recently. The original budget asked for was £200. More investigation was needed. One governor pointed out that it may be possible to get an educational grant through a company that made compasses.</p> <p>ACTION 124: Liaise with Geography Lead about possible grant for compasses.</p> <p>Q: How did each year’s learning build on the learning of the year before.</p> <p>A: There would be a recap and coming back to previous learning. Pupils should be able to say what their previous learning had been and move on from there. The planning had been designed to build on the previous learning and to widen the focus each year.</p> <p>Q: Was there any opportunity to be flexible with learning to include current events in the world e.g. heatwave, World Cup.</p> <p>A: There was some opportunity to be flexible. Often there were whole school topics which involved some of these aspects. The focus on the weather was to link a hot place to a cold place, but it would also involve discussing the weather in the UK and the weather locally. This could be compared to another country. There was more focus on weather in KS2. On the whole, the school did take opportunities.</p> <p>The Governors expressed their thanks to the Geography Lead for her presentation.</p> <p style="text-align: right;"><i>GS left the meeting.</i></p>	<p>BW</p>
<p>6</p>	<p>Actions and matters arising from meeting of 16th May 2023</p> <p>All actions had been completed except the following:</p> <p><u>94: Liaise with Headteacher on school visit concerning how post LAC funding has been spent for each pupil. A meeting had been scheduled for 17th July at 1.30pm.</u></p> <p><u>96: SEND Governor to meet with Chair and Headteacher to discuss the SEND funding situation. This was ongoing, the Chair would liaise with the SEND Governor.</u></p> <p><u>97: Chair to obtain details of FTE Teaching assistants for Governors. The Chair would chase this information.</u></p> <p><u>103: Health and Safety Governor to review Risk Assessments for School Trips on next school visit. The school visit was planned for 26th June. BW would shadow the Health and Safety Governors at this meeting.</u></p>	

	<p><u>108: All Governors to check their own training list on GovernorHub and make sure the Training grid was up to date.</u> <i>Some Governors had done this but all were reminded to ensure it was up to date.</i></p> <p><u>109: Make further investigations about hall rates regarding dance class.</u> <i>This was ongoing .</i></p> <p><u>110: Upload monthly budget update on GovernorHub.</u> <i>The Governors agreed that this would be requested from Admin & Finance Officer in the week following the month end.</i> ACTION 125: Ask Admin & Finance Officer to upload monthly budget in the week following month end.</p> <p><u>111: Check castle had been included in annual safety checks.</u> <i>The Headteacher informed Governors that this had not been included in the annual safety checks but this had now been rectified.</i></p> <p><u>112: Include castle in next Health and Safety meeting with site manager.</u> <i>The meeting was due to take place on 26th June.</i></p> <p><u>114: Redraft Privacy Notice, Privacy Notice – Pupils and Privacy Notice – School Staff to include GDPR details.</u> <i>This was ongoing</i></p> <p><u>115: Include Privacy Notice, Privacy Notice – Pupils and Privacy Notice – School Staff for approval on agenda for FGB in June.</u> <i>This would now be carried forward to the next meeting in July.</i></p> <p><u>116: Relevant Governors to email DHT before half term to arrange monitoring visits for the second half of Summer Term.</u> <i>Most Governors had done this. All Governors were asked to check last FGB minutes and to contact DHT to arrange visits if they hadn't already done so.</i></p> <p><u>118: Book conference room at local Barracks at 7pm on 21st June and notify Governors on Governors WhatsApp group.</u> <i>Details of the meeting would be sent to Governors on the WhatsApp group.</i></p> <p><u>119: Send questionnaire to be completed and returned by all Governors prior to the meeting on 21st June.</u> <i>The chair had emailed Governors about the meeting but decided against a questionnaire. She had emailed the Good Governance Guidelines, the Governance Handbook, the Competency Framework, Hampshire's Good Governance Guidelines and the Strategic Aims. Governors would look at these and discuss how well they were meeting the 6 Strands.</i></p> <p><u>120: All Governors consider Governor Action Plan, what role they would like, how they consider the Governors would govern most effectively e.g. committee structure or working parties, what planned visits should be completed.</u> <i>This would be discussed at the meeting on 21st June.</i></p>	Chair
7	<p>Curriculum & Standards</p> <p>1. Quality of Teaching & Learning. The Headteacher and Deputy Headteacher had carried out a Learning Walk before half term and noted that the standard of teaching and learning had slipped and was not as good as they would normally expect. This had been fed back to the Senior Leadership Team and the Class teachers. The Headteacher had carried out some ad hoc walks around the school since half term and all the action points raised had been taken on board.</p>	

Q: When the Headteacher had spoken to staff, had they sensed why this might be the case.

A: There was nothing specific, however, teachers were under a very heavy workload as they were rewriting the curriculum, teaching and learning, writing reports, carrying out end of year assessments. This might have had an impact.

2. Review the breadth and balance of the curriculum

The curriculum was being rewritten following the Ofsted report so that the Golden thread of knowledge and building on previous knowledge and learning was being included. All long term plans had been completed, staff were finishing off medium term plans and would be given time in an INSET day in two weeks' time to complete these.

The ECTs would be sitting alongside Subject Leaders to witness how the process was done, as one ECT would be taking over a subject in September.

3. Impact of spending on Pupil Premium, Service Pupil Premium, Free School Meals and Looked After Children groups

The Headteacher had circulated a document giving Analysis of the impact of spending on these pupils. Questions raised were dealt with under item 11 below.

4. Vulnerable Pupils

This was included in 3 above.

5. Internal Data

In Year R 82% of pupils had reached a Good Level of Development.

In Year 1, the phonics screening was taking place that week. It was looking positive so far and it was hoped that the percentage of pupils passing would be in above 80%.

The end of KS1 results had gone through a moderation meeting on the previous Monday and the results showed pupils at Age Related Expectations or above as 82% in Maths, 80% in Reading and 80% in Writing.

Q: Did the Headteacher know what the level of pupils working at Greater Depth might be.

A: This was not yet know, but the Headteacher would provide all data to Governors in the September meeting along with analysis and how results would feed into the School Development Plan for the next academic year.

6. Safeguarding

Teenagers had been climbing on the school roof again, throwing down roof tiles and causing damage. The school was reporting these incidents to the police each time.

Q: Was the CCTV working now.

A: The CCTV was working. The company which serviced the CCTV had got the 8 cameras which showed Y1, Y2, and the back playground working and recording on the screens in the comms room. The rest of the CCTV cameras were shown on screens in the back office. Ideally all 16 cameras would be on screens in the back office.

Q: What would be needed to achieve this.

A: Another visit by the CCTV company had been booked in.

Q: What other steps had been taken to prevent access to the roof.

	<p>A: The site manager had put up further barbed wire with the necessary warning signs.</p> <p>Q: How would the school replace the tiles and would the loss of the tiles pose a risk to the building.</p> <p>A: The school would have to pay for the replacement and would ask Corrigenda to come in to replace them.</p> <p>ACTION 126: Health and Safety Governors to look at roof situation when conducting next visit on 26th June.</p> <p>Governors stressed the importance of ensuring that the school would be insured if anything happened to the teenagers whilst they were on the school premises.</p> <p>Q: Could intruders go through the roof with the tiles removed.</p> <p>A: The tiles were decorative only and there was a solid roof below them. It was unsightly and pupils could cut themselves on the broken tile pieces.</p> <p>It was suggested that the school to do a letter drop to neighbouring properties asking them to contact the police if they saw young people on the roof. There had been an incident where they had been spotted on the roof, the caretaker had been alerted and come to the school and the teenagers had run off.</p>	<p>IH, AHH, BW</p>
<p>11</p>	<p>Headteacher's Report including attendance, current position, staffing.</p> <p>Attendance data 01 Sep 2022 - 24 May 2023 and a staff organisational chart had been circulated prior to the meeting.</p> <p>Analysis</p> <p>Q: Had the gap between disadvantaged children and the rest of the cohort widened or narrowed this year?</p> <p>A: The gap had narrowed by 1%</p> <p style="text-align: right;"><i>MF joined the meeting</i></p> <p>Q: Were the EYFS results anticipated from teacher assessments at the beginning of Year R?</p> <p>A: At the beginning of Year R the school predicted 80%, so this was in line with expectations at the beginning of the year.</p> <p>Q: Were the EYFS results as expected?</p> <p>A: The results from one of the classes was lower than the other three. However, when the data was interrogated looking at individual pupils, the results made sense. There was no cause for concern, as there were extenuating circumstances for each pupil.</p> <p>Thanks were expressed to the hard work of all the teachers in Year R.</p> <p>Q: When would you know the uptake on summer school? (Did parents need to respond in advance?)</p> <p>A: Staff needed to be asked if they were available to run the summer school first of all. This would be done at the staff briefing the following week.</p> <p>Q: Was it worth getting an external audit of pupil premium provision to see if there was anything else we could do to improve outcomes for them?</p> <p>A: The Headteacher was going to investigate this as the school thought they were doing everything it could to support these pupils as did Ofsted. However, the gap was not closing so it would be good to know what other schools were doing and if there was anything additional that could be done to close the gap.</p> <p>There was discussion about whether this was still an impact following Covid as these pupils were eighteen months to two years old at the time of locked down and had lost</p>	

out on much socialisation and gross motor activities which may have had a longer term impact on their development.

Q: It could be seen that school was already doing a lot to address the attainment gap for the disadvantaged children, if there more we could do and what was stopping school from instigating it?

A: This would be addressed once the audit had been carried out.

Q: We were now over 2 years now since the last national lock down and what factors did you think were still leading to Year R joiners not being up to the level of previous generations?

A: As previously discussed, these pupils had experienced less time outside, fewer opportunities for socialisation, self-regulation and development of physical skills, communication and language, sharing and turn taking had had a long term impact on their development.

Q: The percentage for GD in writing for non-disadvantage children was much lower than for reading & maths. Was this typical at this age or was there a reason for this?

A: This would be reported to Governors in the FGB meeting in September. However, Tweseldown was similar to other local schools.

Attendance

Q:What was the current national average for attendance?

A: The current national average was 92.6%. The school's average was 95% which was higher than the national average.

Q:What did the families with the lowest attendance identify as barriers? Were there any links to inclusion factors?

A; Illness was the reason given by most families with the lowest attendance. There were no links to inclusion factors.

Q: In the case authorised absences, were these all cases of sickness? The instances of absence for other black and mixed background were higher than other groups, was there a reason for this?

A; This related a small number of children and was genuine sickness, it was not due to cultural or religious reasons.

Q: Why was the 'white' cohort not a specific percentage in its own category and why was it mixed in with other ethnic groups? Also what about the different white groups i.e. British, European etc..

A: The Headteacher had selected the data for groups which had dipped below 90% in the past. Although data for the other categories was available.

Q: What was the outcome of the families that were going to court over attendance?

A: The school had not been informed of the outcome so far.

Staff Organisational Chart

Q: On the Organisational Chart what did names in red indicate?

A: The names in red indicated that staff members would be leaving at the end of the academic year. A few points needed to be finalised but it looked as if the school was fully staffed for September.

Q: Could you please remind us of the situation with staffing of Forest School?

A: The original Forest School leader had gone off on maternity leave. The current Forest School leader was employed on a supply daily rate. She had done a remarkable job and the school had offered her a fixed term contract for 2 days a week from September for one term. Class teachers would accompany their classes to

	<p>Forest School from September, so that they could be trained in Forest School practice. This was to enable succession planning in the event that there was insufficient budget to employ a Forest School leader.</p> <p>The school had requested the Forest School leader's Planning and Risk Assessments, as a child had had an accident before half term. The protocol had not been followed by the child and the Forest School Leader had not been made aware of the accident.</p> <p>Q: Had the accident resulted in a hospital visit. A: No, the accident had been minor.</p> <p>Q: Was is true that there was no one in post for Year R team lead in September? A: This post had now been filled externally.</p>	
9	<p>Questions and Challenge No further questions were raised.</p>	
10	<p>School Development Plan update</p> <p>Q:What progress was being made against the 5 strands of the School Development Plan? Was there a date when this was to be reviewed with staff?</p> <p>A: <u>Strand 1 Writing</u> The Dyslexia training had been completed as a group of schools. There would be a second part to the training in the next academic year which would be organised by the group of heads.</p> <p>Lots of interventions had been implemented and all the data showing the progress children had made, had been input onto the Provision Map software. Thanks were expressed to Alison Fairclough for completing that.</p> <p>The planning was being changed in September.</p> <p>Year R did stream for Phonics.</p> <p>Year R were using print rather than script for handwriting.</p> <p><u>Strand 2 Greater Depth in Writing</u> Moderation in writing had been done. Staff had been trained, moderation with the Sharp Alliance group had been carried out.</p> <p><u>Strand 3 Inclusion</u> The school had ensured there would be challenge for all children for the majority of time; the school was inclusive; there had been improvement in planning from children's starting points; the two SENDCOs work well together and the Headteacher had a regular fortnightly meeting with them; and there was good integration between the school and the learning support classroom.</p> <p><u>Strand 4 EYFS</u> The Year Leader was trained. There was challenging curriculum to ensure that pupils are being stretched. There had been lots of work on communication and language including some interventions. Reading was stronger in Early Years. Interventions had been carried out based on pupils' needs.</p> <p>Q: Was the Year Leader changing in Year R in September. If so, did the new Year Leader require training. A: The Year Leader was changing. However, the new Year Leader had been recruited externally, and they had many years of experience working in Early Years.</p> <p><u>Strand 5 Staffing</u></p>	

A wellbeing group had been formed and a Wellbeing Leader had been appointed. They would have 2 days release time each week from September to do Wellbeing of Staff and Pupils. At the Wellbeing meetings the group discussed what could be done for staff and pupils to promote wellbeing.

2 extra ELSAs had been trained. ELSAs ran a 6 week programme to help pupils with Emotional Literacy. A member of staff was being trained in TALA (Therapeutic Active Listening Assistant) which was counselling led by the child.

Another staff wellbeing survey would be conducted. All members of staff had had or were due to have their wellbeing day for the year which staff really appreciated. Cakes were provided periodically e.g. on birthdays. Staff could leave early for one day, if they had children they could go and watch their children's sports day, for example.

The Headteacher and Chair discussed staff wellbeing regularly and were aware of any staff who had had difficult times in the year. The Senior Leadership Team offered those members of staff as much support as possible.

The School Development Plan and the Ofsted Action Plan would be reviewed with a view of merging the actions for September. This would be on 12th July at 3.30pm - 5.00pm. Governors were invited to attend.

ACTION 127: Inform the Headteacher by email if you are able to attend the SDP/OAP review meeting on 12th July at 3.30pm.

All Govs

Albany Park

The map of Albany Park CA Change - Version 5 and Albany Park Development - Catchment Change Letter had been circulate prior to the meeting. The consultation to create a shared Catchment area between Dogmersfield, Crookham Infants and Tweseldown would be open to the public between 16th June and 14th July. This would be shared with parents.

Q: What were the local authority consulting on.

A: When catchment areas were changed, or shared catchments were suggested, a consultation was required. It was important to follow due process. The letter indicated that Albany Park was in the Dogmersfield catchment area but it was also in Tweseldown Catchment. The Headteacher intimated that Tweseldown had received some funds as a result of the Albany Park Development. The Governors discussed whether the shared catchment might help secure the school's future numbers. However, this was uncertain.

Sandy Lane Closure

The school had received notification that Sandy Lane would be closed between 8.00am and 4.00pm between 14th - 16th June. After calling the company involved, it was planned from 9.30am - 4.00pm. The Headteacher had tried to take it further. She contacted a local councillor, after which it was decided to close the Lane in 3 stages. The work had commenced that day, starting on a different part of the road than had been indicated. It was not known if it had affected parents. It might have affected parents who had pupils who were registered disabled and needed to drive between the school and Crookham Junior School. The headteacher at the Junior School had agreed that a member of staff would walk down any siblings affected if necessary. It was thought that the road had been opened earlier than 4.00pm that day. It would be monitored and whether the road closure affected attendance in any way.

INSET Days for 2023- 2024.

The dates for INSET for 2023-2024 were proposed as:

	<p>1st September – staff would be off site completing E-learning and reading policies including signing the Social Media Declaration. 4th September – as there were a number of new staff, there would be a Welcome, a Quiz about E-learning and Policies, housekeeping, icebreakers and in the afternoon meeting in year groups to discuss planning for the week ahead. 2nd January 19th February 1st July. These dates were the same as Crookham Juniors.</p> <p>There was discussion about giving parents more notice in future years, so that they could organise holidays. This would be borne in mind, but it was not thought to affect attendance.</p> <p>The Governing Board agreed the INSET days for 2023-2024.</p>	
11	<p>Health and Safety There was nothing to report other than the item dealt with in item 7.6 above.</p>	
12	<p>Policies and other statutory best practice documents to be reviewed/adopted.</p> <p>a. <u>Privacy Notice</u> – this would be carried forward to the next FGB meeting</p> <p>b. <u>Privacy Notice – Pupils</u>– this would be carried forward to the next FGB meeting.</p> <p>c. <u>Privacy Notice – School Staff</u>– this would be carried forward to the next FGB meeting</p> <p>d. <u>EYFS Policy</u> The EYFS Policy had been circulated prior to the meeting. Q: Was the EYFS Policy a Hampshire Model Policy? Did the planning section need to be amended to reflect actions in the Ofsted Action Plan? A: This was not a Hampshire model Policy. The planning section had been amended to include the Golden Thread reflected in the Ofsted Action Plan. Q: Children's learning journal' has been referred to on three occasions; was this Tapestry? If so, this should this be removed. The references to Tapestry had been removed. Q: The policy didn't mention anything about the formal EYFSP judgements and submission process. This should be briefly mentioned to make parents aware of the process that takes place. A: A section had been added as follows: 'Golden threads are linked to specific subjects and are included in Year R planning and in Key Stage 1' In the Computing Policy, the following was included: At the end of the academic year, judgements will be made on all 17 areas of the learning as part of the EYFS Profile. Understanding the World encompasses computing and children receive 1 for emerging and 2 for expected. This data all feeds into the Good Level of Development which parents are notified of at the end of the academic year. The Governing Board approved the EYFS Policy subject to the amendments set out above.</p> <p>e. <u>PSHE and SMSC Policy</u> – The PSHE and SMSC Policy had been circulated prior to the meeting. Q: What was a Story Sack A: It was a draw string bag containing a book and other objects or puppets to help bring a story alive. Q: Was the PHSE and SMSC policy still needed as we had the RHE policy now? A: This policy was no longer needed and would be removed from the data base.</p>	

	<p>would achieve it, through training. Then they could present to Governors in the Spring or Summer Term with how their plan had been implemented.</p> <p>Computing was gaining in importance even at Primary Level. It would be good to have an overview of who was running it and what their thoughts were on the area. The Online Safety Policy and Safeguarding were also linked as well as the subject area itself and would have to be included in the Computing Lead's Action Plan.</p> <p>ACTION 130: Governors to consider if they have Computing as a particular interest and would be able to monitor Computing before the next FGB meeting.</p> <p>Q: What provisions were given to children who join Tweseldown and had never used a computer or any other form of IT equipment? A: This situation had not arisen. There was discussion about the level of knowledge children had and whether it was obvious if some pupils had not had as much experience with devices. However the curriculum was structured so that all pupils were taught new skills in computing such as keyboard skills, save a picture, open a document, writing and sending an email and creating simple spreadsheets, even if they had used technology before.</p> <p>The Governing Board approved the Computing Policy.</p>	All Govs
13	<p>Governor Matters</p> <p>a. <u>Risk Register update</u> The working party had identified all the risks except in the area of Health and Safety. The Risk Register was shared on screen and had been uploaded onto GovernorHub. [Clerk's note: this is located in the Risk Management file]</p> <p>The next step would be to identify the Risk Owner in each category and for the Risk Owner to score the risk in each case and what actions can be taken to mitigate the risk. Actions could then be monitored and tracked by the Governing Body.</p> <p>There was discussion about who would be best placed to identify the Risk Owners. There were some which would be obvious. However, others may take more thought. Once identified, they would score the risk and be responsible for that area for risk assessment and monitoring.</p> <p>ACTION 131: Headteacher to go through the Risk Register and identify the Risk Owners where possible. ACTION 132: Meet with Chair to discuss Risk Owners following identification and feedback to Governors at the next FGB.</p> <p>b. <u>Governor Visit Reports</u> There were no reports of visits as most of the visits were planned in the second half of the Summer Term.</p> <p>c. <u>Governor Training update</u> The Chair had done Pupil Premium training and had uploaded the slides onto GovernorHub. Boards were being encouraged to book Whole Governing Board Training but this would be decided following the meeting on 21st June.</p> <p>d. <u>Governor vacancy</u> Ian Humphrey and Danica Bulgin had tendered their resignation as Governors from the end of the academic year. This meant there would be two vacant co-opted Governor posts. It was proposed that Sarah Pengelly, currently a Parent Governor, would fill one of these vacancies and then an election for Parent Governor would be held in September. The Governors agreed to this course of action.</p> <p>e. <u>Governor Actions</u></p>	HT HT/Chair

Tweseldown Infant School
Minutes of the Full Governing Body
Tuesday 14th June 2023 at 7.00pm

	<p>The Chair and Headteacher had been in discussions with the Local Authority SEND department the SEN Funding for Dragonfly class. They had been assured that the funding would be received by the school, but it would now be at the end of August. There were also a number of actions which the SEN Department were due to take, which they had not followed through and the school were pursuing these. The caseworker had moved on and a replacement had not yet been appointed.</p> <p>The Chair reminded Governors that Governor cakes were in the diary for 13th July.</p>	
14	<p>Impact of the Meeting</p> <ul style="list-style-type: none"> • Approving Policies and plans for how to deliver the aims • Challenging the HT on the delivery of the SIP • Challenging the HT on pupil progress and attainment • Ensuring staff and pupils were safe and well • Ensuring the school is compliant with current regulation • Succession Planning for the GB • Evaluating how school is using Pupil Premium, Sports Premium, SEN , Catch Up Funding to benefit T&L • Challenging the HT on pupil progress and attainment 	
15	<p>Date of Next Meeting FGB – Wednesday 12th July 2023 at Tweseldown Infant School</p>	

There being no other business the Chair closed the meeting at 8.55pm.

Summary of Outstanding Actions

Date set	Action	Who
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	103: Health and Safety Governor to review Risk Assessments for School Trips on next school visit.	H & S Gov
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.	DB
16.05.23	114: Redraft Privacy Notice, Privacy Notice – Pupils and Privacy Notice – School Staff to include GDPR details.	HT
16.05.23	115: Include Privacy Notice, Privacy Notice – Pupils and Privacy Notice – School Staff for approval on agenda for next FGB	Clerk
16.05.23	120: All Governors consider Governor Action Plan, what role they would like, how they consider the Governors would govern most effectively e.g. committee structure or working parties, what planned visits should be completed.	All Govs
14.06.23	124: Liaise with Geography Lead about possible grant for compasses	BW
14.06.23	125: Ask Admin & Finance Officer to upload monthly budget in the week following month end.	Chair
14.06.23	126: Health and Safety Governors to look at roof situation when conducting next visit on 26th June	IH, AHH, BW
14.06.23	127: Inform the Headteacher by email if you are able to attend the SDP/OAP review meeting on 12 th July at 3.30pm.	All Govs
14.06.23	128: Ask Admin Officer to remove PSHE and SMSC from the policy database.	Chair
14.06.23	129: Arrange for Staff to sign Appendix 2 of Social Media Policy in September.	HT
14.06.23	130: Governors to consider if they have Computing as a particular interest and would be able to monitor Computing before the next FGB meeting.	All Govs
14.06.23	131: Headteacher to go through the Risk Register and identify the Risk Owners where possible.	HT

Signed by Chair: D.Stephenson

Date: 12.07.23

Tweseldown Infant School
Minutes of the Full Governing Body
Tuesday 14th June 2023 at 7.00pm

14.06.23	132: Meet with Chair to discuss Risk Owners following identification and feedback to Governors at the next FGB.	HT/Chair
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Signed by Chair: D.Stephenson

Date: 12.07.23