

**HAREFIELD INFANT SCHOOL GOVERNING BODY &  
HAREFIELD JUNIOR SCHOOL GOVERNING BODY  
FULL GOVERNING BODY MEETING**

**Thursday 12<sup>th</sup> October 2017 6:45pm, Harefield Infant School**

Chair: Mr B Evans  
Executive Headteacher: Mrs B Lloyd  
Head of School, Infant School: Mrs J Moss

Governors Present:

Mr D Todd	Mr B Evans	Mrs Lyn Boden	Mr S Henderson
Mrs C Evans	Mrs S Hooson-Jones	Mrs B Lloyd	Mrs M Hayes
Mrs R Scott	Mr S Niranjani	Mrs S Soanes	Mrs J Moss
Ms F O'Sullivan			

Emergency Clerk: Ms F Nwanodi

		<b>Action</b>	<b>Govern ing Body</b>
1.	<b><u>Welcome &amp; Apologies</u></b>		<i>Both</i>
1.1	The Chair of Governors, Mr Evans, welcomed Governors to the meeting and introduced the Emergency Clerk to Governors. Governors took turns introducing themselves and explaining their role on the Governing Bodies of the Infant and Junior schools.		
1.2	No apologies for absence had been received.		
	<b><u>Declaration of Pecuniary Interests</u></b>		
1.3	There had been no changes to the pecuniary interests that had already been recorded by Governors.		
2.	<b><u>Minutes of Full Governing Body (FGB) Meeting Held on 29<sup>th</sup> June 2017 – Matters Arising</u></b>		<i>Both</i>
	<b><u>Fischer Family Trust Data</u></b>		
2.1	The Executive Headteacher and Ms O'Sullivan had yet to meet to look at how the Academy used the Fischer Family Trust system to obtain anonymised pupil data. Action Ongoing.	BL FO	
2.2	<i>Mrs R Scott joined the meeting.</i>		
	<b><u>Admissions</u></b>		
2.3	The Executive Headteacher had not asked the School Business Managers to		<i>Both</i>

	determine what the break-even number of pupils would be in relation to funding because of their current workloads. However, as a guide, once there were forty-one pupils enrolled in a year group in the Junior School a new class had to be formed and having below ten pupils in a class was not economically viable. In the Infant School, classes could not have more than thirty pupils. The Executive Headteacher would request information about the break-even figures from the School Business Managers. Action on going.	BL	
2.4	<u>Children's Centre</u> The Executive Headteacher reported that the Children's Centre staff review process had not been completed. The proposed new structure had removed some positions, for instance Parent and Traveller Support Workers. The joint letter from the Chair of Governors and the Executive Headteacher to the Local Authority (LA) would not be sent until the staff review process had been completed. Action on going.	BE BL	
2.5	<u>Equalities Policy</u> The Executive Headteacher confirmed that she had begun reviewing the Equalities Policy and the work would be completed with the Head of the Infant School. Action on going.	BL JM	
2.6	<u>Classroom Monitor</u> The Executive Headteacher explained that the Classroom Monitor software package had been updated in line with changes to the curriculum and performance indicators. She would be reviewing the system and holding talks with Classroom Monitor to ensure that it was fit for purpose. There had been some discussions within the Senior Leadership Team (SLT) about using Target Tracker which allowed for recording varying degrees of progression. However, it might be possible for Classroom Monitor to be adapted to provide this feature. Training for governors on Classroom Monitor would be beneficial. Action on going.	BL	
2.7	<u>Strategy</u> The Chair reported that before the end of the summer term he had spoken to all staff about the Governing Bodies' strategic plans with the five year goal of establishing a closer federation between the two schools. This timeframe would allow for the schools to be in a better financial position and for 'natural wastage' of post which would avoid having to make staff redundant. The overall response had been positive.		
2.8	<u>Assessments / Inspections</u> Attendance and Parent Participation needed to be included as an agenda item for the next FGB meeting. Chair of Governors to action this.	BE	
2.9	<u>Governor Training and School Visits</u> There was an option to complete safeguarding training online and have a certificate issued on completion of the course. Alternatively, safeguarding training could be delivered immediately before the next FGB meeting. As governors had varying preferences, it was <b>AGREED</b> that the Executive Headteacher would circulate the safeguarding training course online link to all governors and deliver a safeguarding training session immediately before the next FGB meeting. Executive Headteacher	BL	

	to action.		
2.10	Mr Todd commented that Educare provided online updates on aspects of safeguarding training as regulations changed and participants were issued with certificates. This was a cost-effective way to stay up to date.		
2.11	The Executive Headteacher confirmed that staff and governors who had completed safeguarding training in other settings did not have to participate in the training that was being organised.		
2.12	Responding to a Mrs Evans question, the Executive Headteacher clarified that there was a requirement for at least one person on a interview panel to have completed Safer recruitment training. The Executive Headteacher, Head of the Infant School and Mrs Scott had completed Safer recruitment training.		
	<u>Ratification of Policies / Documents</u>		
2.13	The Head of the Infant School confirmed that the Infant School's Home School Agreement had been made more child friendly. Action completed.		
	<u>Record of Notifiable Accidents / Health and Safety</u>		
2.14	The Executive Headteacher reported that Mace had confirmed that the school's cladding was non-combustible. Action completed.		
	<u>Any Other Business</u>		
2.15	There was some discussion on the progress being made with developing a template for information for Governors with the aim of making it easier for the schools to collate information which had to be provided to Governors. There would be sections of the template that were relevant to all the committees and it would provide a means for looking at data over a longer period of time with the advantage of being able to identify trends and avoid instances where information received in one committee did not get shared with other committees.		
2.16	The Executive Headteacher commented that care would be needed to ensure that the template did not lead to duplication of information. Mrs Hayes responded that this could be avoided if the report cycle for information was taken into consideration. It was <b>DECIDED</b> that the Chairs of Committees would work with Mrs Hayes to develop the template. Action on going.	MH BE RS CE LB	
	<u><b>Minutes of Full Governing Body (FGB) Meeting Held on 29<sup>th</sup> June 2017 – Adoption</b></u>		
2.17	The minutes of the meeting held on 29 <sup>th</sup> June 2017 were <b>AGREED</b> as a true and accurate record of the meeting and were <b>SIGNED</b> by the Chair.		
3.	<u><b>Election of the Chair and Vice-chair of Governors</b></u>		<i>Both</i>
3.1	Mr Evans reported that the Infant School Business Manager had received one nomination for Chair, Mr B Evans, and one nomination for Vice-Chair, Mrs R Scott.		
3.2	Mr B Evans left the meeting.		

3.3 3.4 3.5 3.6 3.7	<p>Governors unanimously <b>ELECTED</b> Mr B Evans as Chair of the Infant and Junior School Governing Bodies from 12<sup>th</sup> October 2017 to the first FGB meeting of the 2018/19 academic year.</p> <p>Mr B Evans returned to the meeting and he was informed of his election as Chair of Governors.</p> <p>Mrs R Scott left the meeting.</p> <p>Governors unanimously <b>ELECTED</b> Mrs R Scott as Vice-Chair of the Infant and Junior School Governing Bodies from 12<sup>th</sup> October 2017 to the first FGB meeting of the 2018/19 academic year.</p> <p>Mrs R Scott returned to the meeting and she was informed of her election as Vice-Chair of Governors.</p>																												
4. 4.1 4.2 4.3	<p><b><u>Annual Review of Sub-Committee Membership / Governor Areas of Responsibility &amp; FGB Membership Update</u></b></p> <p>Governors <b>NOTED</b> that the Head of Junior School who had left her position at the end of the previous academic year was no longer a member of the governing bodies.</p> <p>There was a discussion about Infant and Junior Schools' Finance Committee membership and the need to have at least one additional member. The meetings took place during the day and on different days but they could be scheduled consecutively. The FGB <b>APPOINTED</b> Mrs Hayes to the Infant and Junior Finance Committees with the membership to be updated as follows:</p> <table border="1" data-bbox="197 1256 1251 1671"> <thead> <tr> <th colspan="3"><b>INFANT FINANCE COMMITTEE</b></th> </tr> <tr> <th>Chair</th> <th>Members</th> <th>Co-opted Members</th> </tr> </thead> <tbody> <tr> <td>Mr Barrie Evans (B)</td> <td>Mrs Bernie Lloyd (I) Mrs Julia Moss (I) Ms Lucy Stanton (CC) Mrs Maria Hayes</td> <td>Ms Cindy Tong (School Business Manager)</td> </tr> <tr> <th colspan="3"><b>JUNIOR FINANCE COMMITTEE</b></th> </tr> <tr> <th>Chair</th> <th>Members</th> <th>Co-opted Members</th> </tr> <tr> <td>Mr Barrie Evans (B)</td> <td>Mrs Bernie Lloyd (I) Mrs Sandy Hooson-Jones (J) Mrs Rowena Scott (B) Mrs Maria Hayes</td> <td>Ms Jo Palmer (School Business Manager)</td> </tr> </tbody> </table> <p>The Executive Headteacher agreed to speak to the Junior Special Education Needs Co-ordinator (SENCO) about attending Inclusion Committee meetings to provide updates. The Inclusion Committee membership was <b>AGREED</b> as follows:</p> <table border="1" data-bbox="197 1816 1251 1962"> <tbody> <tr> <td>Mrs Lynn Boden (I)</td> <td>Mrs Bernie Lloyd (I)</td> </tr> <tr> <td>Mrs Cheryl Evans (B)</td> <td>Mrs Julia Moss (I)</td> </tr> <tr> <td>Ms K Frost (I)</td> <td>Mr Dominic Todd (I)</td> </tr> <tr> <td>Mrs Sandy Hooson-Jones (J)</td> <td>Ms Fiona O'Sullivan</td> </tr> </tbody> </table>	<b>INFANT FINANCE COMMITTEE</b>			Chair	Members	Co-opted Members	Mr Barrie Evans (B)	Mrs Bernie Lloyd (I) Mrs Julia Moss (I) Ms Lucy Stanton (CC) Mrs Maria Hayes	Ms Cindy Tong (School Business Manager)	<b>JUNIOR FINANCE COMMITTEE</b>			Chair	Members	Co-opted Members	Mr Barrie Evans (B)	Mrs Bernie Lloyd (I) Mrs Sandy Hooson-Jones (J) Mrs Rowena Scott (B) Mrs Maria Hayes	Ms Jo Palmer (School Business Manager)	Mrs Lynn Boden (I)	Mrs Bernie Lloyd (I)	Mrs Cheryl Evans (B)	Mrs Julia Moss (I)	Ms K Frost (I)	Mr Dominic Todd (I)	Mrs Sandy Hooson-Jones (J)	Ms Fiona O'Sullivan		<i>Both</i>
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4.9	<p>The Pupil Disciplinary Committee membership was <b>AGREED</b> as follows:</p> <table border="1"> <tr> <td colspan="2"><b>PUPIL DISCIPLINARY</b></td> </tr> <tr> <td>Mrs Cheryl Evans (B)</td> <td>Mrs Rowena Scott (B)</td> </tr> <tr> <td>Mr Stuart Henderson (I)</td> <td>Mrs Sandy Soanes (B)</td> </tr> <tr> <td>Ms F O'Sullivan</td> <td>Mr Dominic Todd (I)</td> </tr> </table>	<b>PUPIL DISCIPLINARY</b>		Mrs Cheryl Evans (B)	Mrs Rowena Scott (B)	Mr Stuart Henderson (I)	Mrs Sandy Soanes (B)	Ms F O'Sullivan	Mr Dominic Todd (I)				
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4.10	<p>The terms of references for the Curriculum, Junior Finance, Infant Finance, Personnel, Premises and Pupil Disciplinary Sub-Committees had been circulated with the agenda and papers for today's meeting. They had been updated to reflect that there was currently no Head of the Junior School, to remove references to Hillingdon grid for Learning (HgfL) and references to the LA Governor Support Services.</p>												
4.11	<p>The FGB <b>NOTED</b> that the Premises Committee had yet to review its terms of reference and <b>ADOPTED</b> the terms of references for the Curriculum, Junior Finance, Infant Finance, Personnel, and Pupil Disciplinary Sub-Committees.</p>	RS											
5.	<b>Sub-Committee Reports</b>		<i>Both</i>										

<p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p> <p>5.5</p> <p>5.6</p> <p>5.7</p> <p>5.8</p> <p>5.9</p> <p>5.10</p>	<p><u>Premises Sub-Committee</u> The minutes of the Premises Sub-Committee meeting held on 13<sup>th</sup> September 2017 had been circulated with the agenda and papers for today's meeting.</p> <p>The Chair of the Premises Committee reported that the LA Tree Officer had attended the school and had informed the school that there were no problems with the trees. Once planning permission had been obtained the school would be able to pollard the trees and this would be done on an annual basis, with planning permission for pollarding being reapplied for every five years.</p> <p>A Site Manager had been appointed and he would be starting work on Monday 23<sup>rd</sup> October 2017.</p> <p>Referring to minute 5.12, Mrs Evans explained that the garden at the entrance to the Junior School was a Science Garden which Governors had helped staff develop. The Executive Headteacher explained that the area was not currently being utilised by pupils and she had suggested at the Premises Committee that changes could be made to make it more accessible to pupils.</p> <p>Governors discussed the Anzac Garden. The new Site Manager would be tasked with improving the area as the cost of a maintenance contract was prohibitive. The Executive Headteacher added that the Gardening Club was being re-established and it might be able to help with maintaining the area.</p> <p>School House had been let and the tenants' deposit was being held in the Tenancy Deposit Scheme's custodial scheme.</p> <p><u>Curriculum Sub-Committee</u> The minutes of the Curriculum Sub-Committee meeting held on 20<sup>th</sup> September 2017 had been circulated with the agenda and papers for today's meeting.</p> <p>The Chair of the Curriculum Sub-Committee explained that the focus of the meeting had been the 2016/17 SATS results. The Infant School's results had been very good and the staff had been congratulated for the achievement.</p> <p>The Junior School's results had been as expected and were below the national average. The Governing Body had been aware this was a challenging cohort despite interventions due to the cohort's low baseline from early years and significant behaviour issues.</p> <p>There was now a forward focus in the Junior School. Targets had been reviewed and the School Development Plan (SDP) had objectives to improve teaching, learning and achievement in the school. Pupils who needed additional support had been identified and support interventions were in place. The Bug Club had been reintroduced. A SENCO had been employed to work two days a week and an Education Psychologist would be working in the school from January 2018. In the interim the school had arranged for an Education Psychologist to assess four pupils this term.</p>		
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<p>5.11</p> <p>5.12</p> <p>5.13</p> <p>5.14</p> <p>5.15</p> <p>5.16</p> <p>5.17</p> <p>5.18</p> <p>5.19</p>	<p>In reply to a governor’s question, the Executive Headteacher confirmed that the Mathematics password had been provided to pupils but the Bug Club password would be shared at the launch with parents on 13<sup>th</sup> October 2017.</p> <p>It was <b>NOTED</b> that whilst the data had been circulated to the Curriculum Committee it had not been circulated to non-Curriculum Committee members. Therefore, it was <b>AGREED</b> that there would be a focussed discussion of the school’s data at the next FGB meeting when all Governors would be able to review the school’s data.</p> <p>The Executive Headteacher informed Governors that the LA had visited the Junior School and an action plan had been developed to address the dip in the school’s performance. The new guided reading scheme and the Bug Club were elements of the action plan. There was a national trend showing a dip in Reading. However, it was important that the school addressed the issue and halted the dip. The current Year 6 cohort was very strong.</p> <p>Mrs Hayes commented that the Curriculum Committee had identified that the 2016/17 Year 6 cohort had experienced a lack of teacher continuity which may have been a contributing factor to their achievement. Teacher absence was something that the Personnel Committee needed to monitor and flag up to the Curriculum Committee.</p> <p><u>Junior and Infant Finance Sub-Committees</u></p> <p>The minutes of the Junior Finance Sub-Committee meeting held on 21<sup>st</sup> September 2017 and the Infant Sub-Committee meeting held on 28<sup>th</sup> September 2017 had been circulated with the agenda and papers for today’s meeting.</p> <p>The Chair expressed his thanks to the Friends of Harefield Junior School for raising £7,000 for the school.</p> <p>The Junior school had had a very healthy carry forward of approximately £133,000 but the estimated carry forward for the next financial year was £65,000. The school was looking for ways to make savings and to generate income. The School Business Manager was investigating the possibility of letting the school hall but there were a number of challenges to overcome, for example getting insurance cover, and enabling hirers to carry out risk assessments.</p> <p>The Infant School’s finances were in a more challenging position. The School Business Manager had analysed staff on-costs and had established that these had risen substantially, (from 12% to 38%), over the last five years with the school absorbing the increased costs. There were less staff in school now compared to five years ago but the staff costs had increased.</p> <p>In response to a governor’s question, the Head of the Infant School clarified that the staff to pupil ratio had not worsened in the last five years, it had actually improved. Currently, there were approximately 28 pupils per class in Year 2, 24 pupils per class in Year 1 and 22 pupils per class in Reception.</p>	<p>BL BE</p>	
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<p>5.20</p> <p>5.21</p> <p>5.22</p> <p>5.23</p> <p>5.24</p> <p>5.25</p> <p>5.26</p> <p>5.27</p>	<p>The Infant’s School’s carry forward for the next financial year had been projected as £8,000 but it was now projected at £22,000. Despite this improvement it was likely that the LA would be scrutinising the school’s financial position so it was important to look for further savings.</p> <p>Parents from both schools were now able to access after school club services being delivered by an external provider. The Executive Headteacher highlighted that the school could advertise that wrap-around provision was available which was a positive marketing point. Whilst Infant School parents were making greater use of the service this would probably change with time. A governor commented that parents were very positive comments about the quality of the service.</p> <p>The Infant School had been using its Pupil Premium funds towards Art Therapy, funding part of the Inclusion Manager and Learning Support Assistant posts; helping with school uniform purchases; and accessing after school club and breakfast club services for Pupil Premium children. The report prepared for the Junior School Finance Sub-Committee confirmed that similar provisions were being made from it’s Pupil Premium funds.</p> <p>The General Data Protection Regulation (GDPR) would be coming into force in May 2018. The Executive Headteacher and Head of the Infant School had attended a LA briefing on the implications of the new regulation. The schools would have to review the forms that parents completed to include information about who the school might share their personal data with.</p> <p>The Chair stated that Aztec had offered to carry out an audit of the school to help it prepare for the General Data Protection Regulation changes but the school would have to pay £2,500 for this service. The Head of the Infant School said that the school would need to have a Data Controller who was someone who was not working in the school. A governor could carry out this role. Following a discussion about how the data controller’s role might be implemented, the FGB <b>DECIDED</b> that the Head of the Infant School would provide governors with further information about the Data Controller’s role.</p> <p>The Executive Headteacher commented that one of the challenges facing schools was having clarity on the length of time records had to be kept. For some types of documents, for instance financial records, the recommended time was seven years, whilst for other documents the records had to be transferred with the pupils.</p> <p>The Chair highlighted that even if the school had parents’ permission to pass on personal data to another organisation, the school remained responsible for the security of the personal data.</p> <p>The Chair stated that a Personnel Sub-Committee meeting would have to be organised in order to carry out the annual monitoring the schools’ implementation of the performance management procedures.</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p>JM</p> <p></p> <p>BE BL</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>
<p>6.</p>	<p><b><u>Children’s Centre</u></b></p>	<p></p>	<p></p>

6.1	The Children's Centre has been discussed and recorded under minute 2.4.		<i>Infant</i>
7.	<b>Finance</b>		
7.1	The Chair informed Governors that the Department of Education (DfE) had notified all schools that a 2% pay increase for Main Pay Scale 1 (M1) and Main Pay Scale 6 (M6) had to be implemented and a 1% pay increase for all points between M1 and M6 as well as the Upper Pay Scale (UPS), leadership scale and other allowances. Schools had the discretion to give a 2% pay increase across the Main Scale points.		<i>Both</i>
7.2	The Chair added that the schools had budgeted for a 1% pay rise across the Main pay scales which annually added approximately £7k and £6k to the Junior and Infant budgets respectively over the 2016/17 budget. If a 2% increase was implemented instead then the increase over the 2016/17 budget would amount to £14k and £12k respectively; costs which are comparable to the carry forward for each school.		
7.3	The Chair proposed that the Governing Body implement the 2% increase for M1 and M6 as advised by the DfE and to implement 1% for M2-M5 and to reviewed the situation in six months' time when it would be clear what pay increases had been implemented by other local schools.		
7.4	The following points were made during Governors' discussion of the proposed pay increase for teaching staff: <ul style="list-style-type: none"> <li>• There were only a few teachers on M1 and M6.</li> <li>• All Primary Headteachers had said that they would implement the pay increase as the DfE had recommended.</li> <li>• Both schools and the LA were in very challenging financial situations with little or no room to absorb additional costs.</li> </ul>		
7.5	The FGB <b>AGREED</b> that there would be a 2% pay rise for M1 and M6 with all other pay points receiving a 1% pay rise, and the situation would be reviewed in six months' times.		
7.6	Governors discussed the potential impact that their teaching staff pay rise decision might have on staff morale because staff would be getting different pay rises. The Executive Headteacher said that all staff were aware of the schools' challenging financial position and they were aware of the DfE's pay rise recommendation. Given the present economic environment it was common knowledge that providing a pay increase for one position inevitably meant that another position might be lost.		
7.7	Governors wanted the impact of their decision on staff morale and retention to be monitored. If the schools could afford a 2% pay increase across the Main Scale it would send a positive message to staff, showing them how much the school valued their work.		
7.8	A governor suggested that staff bonuses might be a means for acknowledging how valuable staff were and they did not incur on costs in the same way as salaries did.		

7.9	The Executive Headteacher commented that there was some flexibility within the performance pay structure. In certain cases, schools could give staff a ‘golden handshake’ and salaries could be raised to retain staff. Staff exit interviews would be used to monitor the situation and ascertain if pay increases were influencing staff decisions to leave the school.		
7.10	The Infant School’s Planning, Preparation and Assessment (PPA) cover system was valued highly by staff and this was an incentive for staff to stay in the school.		
7.11	The Chair queried if staff had been written to previously about any annual pay increases. The Executive Headteacher would investigate this and report back.	BL	
8.	<b><u>Ofsted Feedback</u></b>		
8.1	The Ofsted Short Inspection of Harefield Infant School Report dated 5 <sup>th</sup> July 2017 had been circulated with the agenda and papers for today’s meeting. There was a detailed discussion about the report.		<i>Infants</i>
8.2	The Executive Headteacher highlighted that the report acknowledged the strength of the Infant School’s leadership team including its Governing Body and the inspection had a specific focus on Inclusion and how the school was supporting its pupils who needed additional support. The school was aware that Year 1 phonics results needed to improve but by the end of Year 2 pupils were performing as expected in phonics.		
8.3	Responding to a governor’s question about the inspection focus, the Executive Headteacher explained that the school was successfully raising the standards its pupils achieved but it was not narrowing the gap in attainment between Pupil Premium and non-Pupil Premium pupils as quickly as raising achievement. The SDP included areas such as boys’ writing skills and narrowing the gap in the Early Years.		
8.4	The Chair commented that the overall tone of the report sounded like an outstanding school had been inspected. The Executive Headteacher concurred, and explained that whilst schools did have the option to request a further day’s inspection to see if they could achieve an outstanding grade, in this instance the Executive Headteacher in consultation with its LA Advisers had decided that given the context of the inspection it was not in the best interests of the school to do so.		
8.5	A Governor stated that the Safeguarding section of the report read like reports given to schools that had been graded outstanding.		
8.6	The Executive Headteacher provided Governors with further details about the support provided to the school during the day of the inspection by the LA. It had been a rigorous process with staff, LA Advisers and School Improvement Partners working together to demonstrate the effectiveness of the school.		
8.7	Governors congratulated the school and its staff on the successful Ofsted inspection.		

9.	<b><u>Headteacher's Question Time</u></b>		<i>Both</i>
9.1	The following question had been submitted prior to the meeting:		
	<i>“Could both headteachers tell us about how staff approach 'raising aspirations' within the schools. Some examples of how this is done on a day to day basis in the classroom and through 'events' would be good.”</i>		
9.2	The Head of the Infant School and the Executive Headteacher circulated written answers to the above question for the Infant and Junior Schools. (These documents are appended to the minutes of the meeting.) Some of the examples of how staff approached ‘raising aspirations’ included, amongst other things:		
	using mid or end of lesson plenary to show excellent work;		
	<ul style="list-style-type: none"> <li>• giving success criteria that enabled all children to aspire to the next level of ability;</li> </ul>		
	<ul style="list-style-type: none"> <li>• using aspirational language;</li> </ul>		
	<ul style="list-style-type: none"> <li>• having an easily understood marking scheme and clear targets in pupils’ books’;</li> </ul>		
	<ul style="list-style-type: none"> <li>• delivering the Personal, Social, Health and Economics (PSHE) curriculum and British Values in such a way that raises pupils’ self-awareness and understanding of belonging to a wider community with the associated responsibilities;</li> </ul>		
	<ul style="list-style-type: none"> <li>• using assemblies to recognise pupils’ achievements within and outside of school;</li> </ul>		
	<ul style="list-style-type: none"> <li>• using target setting to raise parents’ aspirations of what their children could achieve; and</li> </ul>		
	<ul style="list-style-type: none"> <li>• getting pupils to go to work with parents or having parents coming into school to talk about their work.</li> </ul>		
9.3	A governor acknowledged how much the school was doing to encourage pupils’ own aspirations and asked how the schools were raising parents’ aspirations of what their children could achieve, particularly with regard to white British boys.		
9.4	The Executive Headteacher replied that there had been an annual traveller competition which had been supported by Richard O’Neil, a famous traveller author. At parents’ evenings, parents were asked to sign up to supporting their children with homework. There were also ‘stay and play’ sessions to help parents learn nursery rhymes and stories to share with their children at home.		
9.5	Parents were also encouraged to volunteer in school. In some cases, this had led to parents getting paid work and gaining qualifications. The Children’s Centre also provided literacy and numeracy classes for parents.		
9.6	Mrs Hayes commented that Hitachi had been in the news because of work it was doing to encourage primary school pupils to develop an interest in engineering and asked if the schools were working with any local companies in a similar way. Governors discussed the possibilities of developing links with local companies / organisations such as Heathrow and HS2. The Executive Headteacher said that the schools would be willing to develop partnerships but the organisations would have to be prepared to cover travel costs which could be as much as £12 per child.		

9.7	The FGB <b>AGREED</b> that Mrs Maria Hayes should investigate the possibility of developing partnerships with local organisations / companies which would inspire pupils to think about their future occupations.	MH	
10.	<b><u>Assessments/Inspections</u></b>		<i>Both</i>
10.1	The Executive Headteacher reported that Maria Cole (LA School Improvement Link) had produced a report on Reading in the schools which would be resent to all Governors.	BL	
10.2	Jill Forbes (School Improvement Partner) had carried out a Learning Walk and had submitted a report. The quality of teaching was an area the Junior School needed to strengthen to ensure that teaching was good consistently. The playground at lunch times was another area that had been identified for improvement. Strategies implemented successfully by other schools in the LA to transform their play grounds and improved behaviour had been observed by staff for translation into the Junior School.		<i>Juniors</i>
10.3	The Executive Headteacher explained that another key area for development in the Junior School was staff development. The school had a number of very new teachers and three teachers with eight or more years' experience. The school had invested in a guided reading scheme which would support this.		
10.4	In reply to a governor's question on the current situation with staff development and the causes, the Executive Headteacher said that in some cases teachers were still in the initial stage of their teaching careers and in other cases teachers had not been given sufficient opportunity and support to develop their skills. Newly qualified teachers (NQTs) needed to have a well-structured programme in place to enable them to grow. It was the SLTs responsibility to give teachers the tools they needed to develop their skills. It was teachers' responsibility to implement what they learned.		
10.5	A Governor asked if Reading and outdoor play were the only focus areas for the Junior School. The Executive Headteacher responded that the school had not had access to an Educational Psychologist for a whole year and this was a key area where support was needed, especially given the impact it had on pupils' progress and attainment. This situation had been addressed for the current academic year. Staff were getting appropriate support on what adaptations could be made to support pupils with SEND. This should result in improved pupil outcomes unless there were underlying issues with the quality of teaching. The Infant School's results had demonstrated how important implementing the appropriate strategies had been for raising standards.		
10.6	The Chair commented on the need for Junior School staff to think beyond their class and across the school. They needed to understand how challenges that were not overcome in their year group would have an impact on pupils' performance at the end of Year 6. The Executive Headteacher concurred, adding that Year Group targets were being set to engender this outlook amongst staff.		
10.7	The LA 'mini-Ofsted' inspection that had been scheduled to take place had been rearranged for 7 <sup>th</sup> November 2017.		

11.	<b><u>Governor Training and School Visits</u></b>		<i>Both</i>
11.1	Mrs R Scott reported that she had carried out a Learning Walk in the Infant School. She had been very impressed with how well Reception pupils were interacting with each other and their teachers after two weeks at school. She had also attended end of summer term concerts and activities.		
11.2	Governor training was <b>NOTED</b> as follows: <ul style="list-style-type: none"> <li>• Ms F O’Sullivan had attended training at the LA’s Autistic Care Centre on new legislation on pupil exclusions.</li> <li>• Mrs L Bowden had completed Safeguarding training.</li> <li>• Mrs J Moss and Mrs B Lloyd had attended the Improving Innovation Network.</li> <li>• Mrs J Moss had attended Data Protection training;</li> <li>• Mr B Evans, Mrs J Moss and Mrs B Lloyd had attended schools’ budget training.</li> </ul>		
11.3	Mr D Todd had visited the Junior School and had met with the Executive Headteacher. Mrs C Evans had carried out five staff exit interviews.		
12.	<b><u>Ratification of Policies/Documents</u></b>		<i>Junior</i>
12.1	The Junior School’s Finance Policy had been circulated with the agenda and papers for today’s meeting. The policy had been updated to reflect that there was no longer a Head of the Junior School and to add a designated a Senior Leadership Team member (SLT) in place of the Head of School. Mrs H Taylor had been assigned as the designated SLT member in the policy.		
12.2	The FGB <b>RATIFIED</b> the amendments to the Junior School’s Finance Policy.		
13.	<b><u>Record of Notifiable Accidents/Health and Safety</u></b>		
	<u>Infant School</u>		<i>Infant</i>
13.1	An adult had had an accident in the Infant School and there were no issues surrounding its cause.		
	<u>Junior School</u>		<i>Junior</i>
13.2	An adult and four children had had accidents in the Junior School. One of the accidents involving a child had happened today and had resulted in a broken wrist. This accident would be reviewed. The accident involving the adult did have learning points around the location of furniture in the playground.	RS	
14.	<b><u>Any Other Business</u></b>		<i>Both</i>
14.1	The Executive Headteacher requested that Governors considered the position of staff providing coaching for sports activities which also entailed taking pupils to tournaments after school and at the weekends. Given the nature of the discussion, the minutes of this item have been recorded under Part 2, Confidential Minutes.		
14.2	A governor queried how pupils’ progress in the music club was monitored and communicated to parents. The Executive Headteacher said that parents should be receiving feedback sheets and this would be followed up with the music club		

	teacher.	<i>Meeting Closed 10.15pm</i>		
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**Signature** \_\_\_\_\_  
*(Chair of Governors)*

**Date** \_\_\_\_\_