



**Eastburn Junior & Infant School Governing Body  
Meeting held on 09 July 2018  
Minutes**

**The meeting opened at 5.46pm**

**Present:** Ian Bester, Ann Craggs, Samantha Fernie, Richard Grayson, Bryan Harrison (ExecHT), Rebecca Reynolds, Sarah Teal, Katy Walsh

**In Attendance:** Joanna Waterhouse (Head of School), Helen Osman (Clerk – BC/SGS<sup>1</sup>)

*[Ann Craggs, as Vice Chair, took the chair pending the arrival of Katy Walsh]*

**115/17 Apologies for absence and their acceptance**

The Governing Body noted the absence of Graham Sheard without apology.  
Katy Walsh had sent a message to say tat she had been held up and would be a few minutes late.

**116/17 Notification of other urgent business and requests to vary the agenda order**

No other business was notified and there were no requests to vary the agenda.

**117/17 Declarations of interest for items on this agenda**

No interests were declared in items on this agenda.

*[Katy Walsh arrived and took the chair at 5.47pm]*

**118/17 Minutes of meeting held on 14 May 2018 and matters arising**

- ***The minutes were agreed as a true record of the meeting, signed by the Chair and passed to the Head of School.***

**Action**

<sup>1</sup> BC/SGS – Bradford Council's School governor Service

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Item 102/17 – Due to the imminent departure of the Early Years Leader, the proposed visit of the Chair, to provide support in the use of questioning to drive improvement in assessment, had been deferred to the Autumn 1 half term. The Head of School (HoS) would contact the Chair in September to arrange a suitable time for the visit.

HoS

Item 111/17 – The HoS undertook to e-mail the completed Prospectus for 2018-19 to Governors.

HoS

Matters arising were in hand, had been completed or would be discussed under other items on the agenda for this meeting.

## 119/17 Receive Executive Headteacher's report

*Agenda papers*

**Governors asked** that the national average for whole-school attendance been included in future HT reports for comparative purposes: they understood that there was no national breakdown of attendance by groups of pupils. **Asked** whether the pupils who had been persistently absent<sup>2</sup> (PA) during 2017-18 were the same as those who had been PA in 2016-17, the HoS said that they were not.

HoS

The ExecHT highlighted the low number of incidents recorded on CPOMS<sup>3</sup> for the Summer 1 half term, and governors noted that the data did not indicate any particular concerns in any year group or Key Stage.

The ExecHT confirmed that the new staffing structure, with Headteacher and Deputy Headteacher (DHT), was fully staffed for September 2018.

Governors were deeply disappointed to learn that the school's bid to the Foyle Foundation<sup>4</sup> for funding to purchase books for the library had been unsuccessful. **Asked** whether any feedback had been given on the bid, the HoS said that the letter had simply referred to the high number of requests. She did, however, plan to seek more specific feedback. She added that the school had a very small amount of money that it could put towards library books and was applying for matched funding from the Booklife Match Funding scheme. The need was to expose pupils to high quality texts, and so the school would be selective in its approach, even if that meant that the stock of library books had to be built up gradually over time. Other funding options were also being explored, including in discussion with the PTA and with Usborne Publishing, which helped schools to run sponsored events to raise funds and offered discounts if the proceeds were spent with them.

### a) End 2017-18 report

Child Protection referrals

Pupil attendance

Bullying (including racist) incidents

Pupil exclusions

<sup>2</sup> Persistent Absence: attendance by a pupil of less than 90% (ie 19 days or more missed in one year)

<sup>3</sup> CPOMS - a software application for monitoring child protection, safeguarding and welfare issues and generating related alerts and reports.

<sup>4</sup> Foyle Foundation - an independent grant-making trust that distributes grants to UK charities. The majority of its funding for schools is directed to its flagship programme, The Foyle School Library Scheme, which gives priority to primary schools. [Website](#)

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**Governors noted** the report in the agenda paper. The HoS said that, from September 2018, the school would have two pupils who were Looked After Children. She confirmed that the appropriate policies and procedures were in place. One Looked After Child meeting had been held with the relevant agencies and another would be held to develop support plans for these pupil. **Asked** whether two pupils who were LAC was typical for this size, the HoS said that it was.

**Replying to questions** raised in the review of Health and Safety incidents by the Resources Committee on 28 June 2018, the Executive Headteacher (ExecHT) said that “contact with moving machinery” covered accidents with scissors.

Referring to the three incidents of homophobic language, the ExecHT said that the incidents had involved silly name-calling rather than sustained homophobic harassment. The HoS said that the school had arranged for Barnado’s<sup>5</sup> to provide training for groups of pupils on becoming ambassadors for equality.

**The Chair asked** that the HoS pass on to all staff the appreciation of the Governing Body (GB) for all their hard work throughout a turbulent year. A great deal had been achieved during the year and the school was now well placed make further rapid improvement in the year ahead. New systems and a ways of working were bow in place and the GB looked forward to working with the Headteacher and staff to embed and develop these changes during an exciting 2018-19.

HoS

#### 120/17 Review pupil progress and attainment, including (unvalidated) 2017-18 SATs outcomes if available

*Agenda paper*

The ExecHT said that agenda paper showed actual 2017-18 outcomes for Early Years and Key Stage 1, and predictions for Key Stage 2. The unvalidated Key Stage 2 SATs results for 2018 would be published at 7.30am on Tuesday 10 July 2018. He and the HoS would prepare a summary on that day and circulate it to governors.

ExecHT  
HoS

##### Early Years outcomes 2017-18

The HoS said that the 70% of pupils on track to achieve GLD<sup>6</sup> by the end of EYFS<sup>7</sup> was in line with the national average and with the 2016-17 outcome, despite the turnover in staff. While Governors understood the impact that staff turnover could have, they highlighted the importance of being able to demonstrate how the school had addressed this impact, such as through the opportunities developed through continuous provision. The HoS said that this would be developed further in 2018-19.

**Asked** about the high number of summer born girls in the cohort, the HoS reminded governors that there were six such pupils. As well as the implications in terms of provided the required support to these younger pupils, they were statistically significant in terms of the cohort’s overall outcomes. **Asked** whether the six summer born girls were among the 70% of pupils in track for GLD, the HoS said that they were not.

**Asked** whether Year 1 staff were well prepared to support these children, the HoS said that leadership had been working with the Year 1 teacher on the transition of these pupils to Year 1. A governor with a background in education highlighted the critical importance

<sup>5</sup> Barnardo's - a British charity founded by Thomas John Barnardo in 1866 to care for vulnerable children and young people

<sup>6</sup> GLD - Good Level of Development at the end of Foundation Stage (ie 2+ in each of the first 12 Early Learning Goals)

<sup>7</sup> EYFS – Early Years Foundation Stage: Nursery and Reception

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of the first few weeks of term for such pupils. The ExecHT agreed: the early Autumn Pupil Progress Meeting would be critical.

### Key Stage 1 outcomes 2017-18

The ExecHT said that 87% of pupils had passed the Year 1 phonics check, exceeding both the 2016-17 school outcome (84%) and the 2016-17 national average (81%).

Reading remained static at 72% and below the 2016-17 national average of 76%, which as a concern. The HoS said that reading would be a priority in 2018-19. The priority given in 2017-18 to writing (an Ofsted concern) and Maths were reflected in improved outcomes which were now in line with national averages. The work done in Year 2, particularly in Maths, needed to continue in 2018-19 with the new staff member.

The ExecHT clarified that the statement in the agenda paper that 94% of children had passed the phonics check in Year 2 referred to 94% cumulatively: ie by the end of Year 2 94% of pupils had passed the check with in Year 1 or in the Year 2 re-sit. The remaining 6% (two pupils) would be supported and closely tracked in Year 3.

### Key stage 2 2017-18 predictions

The HoS reminded governors that the Year 6 cohort had not been particularly high attainers at Key stage 1. A handful of pupils had remained borderline throughout Key stage 2, though they had made good progress.

Reading was less of a concern in Key Stage 2 than in Key Stage 1, and the HoS was cautiously optimistic that the outcome would exceed both the 2016-17 outcome and the 2016-17 national average. Teacher assessment indicated an improvement in writing from 65% in 2016-17 to 75%, in line with the national average and reflecting the work done to address the legacy of underachievement: the focus in 2018-19 would be on pressing ahead to exceed national averages. Governors noted that this was a significant achievement for the school, bearing in mind that the outcome for writing two years ago had been 48%. The HoS said that the improvement reflected better attitudes to writing as well as greater knowledge and skills.

Maths was harder to judge because the overall outcome would depend on four pupils who were borderline: these pupils had worked hard to reach expectation, as had staff, but much would depend on how those pupils had done on the day.

Governors noted that the schools results had been strong in Year 1 phonics, dipped in Key Stage 1 Reading but then recovered in Key stage 2 Reading. **They asked** whether this reflected a weakness in Key Stage 1 teaching, or perhaps over-support to pass the Year 1 phonics screen. The HoS said that one of the reasons for introducing Read Write Inc<sup>8</sup> was to ensure that the school took a rounded approach to the teaching of reading. Governors noted that the school had identified the issue and acted rapidly to address it through the introduction of this new scheme and the creation of the library, with a focus on high quality texts.

**Asked** whether there was a prediction for the outcome for combined reading, writing and maths, the ExecHT and the HoS said that there were too many borderline pupils to make such a prediction with any reasonable degree of accuracy. The outcome in 2-16-17 had been 62%. **Asked** whether the combined outcome would be available when the SATs outcomes were published on 10 July, the ExecHT said that it would be straightforward to calculate the combined outcome based on the subject outcomes. **Replying to questions**, the HoS confirmed that the school did set targets for combined reading, writing and maths.

<sup>8</sup> Read Write Inc – a series of four literacy programmes, developed by Ruth Miskin, for children of various ages from 3-11 covering Phonics, Literacy & Language and Spelling

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121/17 **Review sample of books; and**

122/17 **Review monitoring and evaluation of teaching, learning and assessment; and**  
*Agenda paper*

123/17 **Review implementation and impact of new approach to marking and feedback**

[Items taken together]

The Exec HT reminded Governors that the Teaching and Learning grid (agenda paper) was based on all formal and informal monitoring of teaching, learning and assessment and presented the cumulative position since September 2017.

Referring to the staffing structure for September 2018, **governors queried** the advisability of having two teachers whose practice was shown as yellow (Area to be Developed) working together. The ExecHT said that one of these teachers was being supported. The other had joined the school at Easter and the yellow assessment reflected the fact that she was adapting to new systems and procedures: she was, however, a strong practitioner. **Replying to questions**, he confirmed that the staff whose practice was assessed as largely green (Expected) or blue (Area to be Shared) were more experienced and had been at the school for longer than others. The HoS said that teaching in Early Years was now stabilising.

Governors viewed a sample of Year 2 and Year 6 books from across the curriculum. The ExecHT highlighted some elements of inconsistency, which the school was addressing and pointed out that Maths books were particularly strong. The HoS said that governors should look for evidence in the books of practice (to develop fluency by exploring a concept in different ways), challenge (the application of reasoning and problem-solving skills) and exploration (more open-ended problem-solving). Books should also include an overview showing that a planned sequence of lessons was being worked though coherently and consistently.

Governors were interested to see in the Maths books a very clear difference between the resources used by two teachers. In one, there was a short sequence of very different questions that pupils were asked to address, each asking the pupil to exercise a greater degree of reasoning and problem-solving skills. The HoS said that this approach had replaced more traditional differentiation of teaching: it meant that all pupils had the same opportunities to use and develop deeper skills, and that differentiation was determined by how far each pupil could progress through the sequence of questions. **Replying to questions**, she confirmed that this was the approach used in the White Rose Maths Hub<sup>9</sup> (WRMH) resources. However, it was not only WRMH that used this approach – mastery in general was about supporting pupils to think around a question rather than repeating the same task.

In the other example, there was a large number of very similar questions, representing a more traditional approach of learning through repetition. This was an example of an area in which the school was seeking to ensure greater consistency – this would continue to be an area of focus for senior leadership in 2018-19. **Replying to questions**, leaders confirmed that the book showing the more traditional, rote-learning approach was from a pupil taught by a teacher whose practice was assessed as yellow.

The HoS said that staff aimed to do as much marking as possible during the lesson so that pupils received immediate feedback on their work and, at the end of the lesson, knew

<sup>9</sup> White Rose Maths Hub – Led by Trinity Academy Halifax, supporting schools in Bradford, Calderdale, Kirklees and Leeds to promote love of and passion for Maths, focused on a teaching for mastery approach.

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whether or not they had met the learning intention for the lesson and understood the next steps they needed to take. Where a pupil had encountered a misconception or an issue that needed to be addressed, their book showed an action and evidence of the action having been completed.

**Asked** about the progress of pupils taught by the staff whose practice was assessed as yellow, the ExecHT said that they were indeed making progress. The practice of these teachers was not dire: pupils were making progress, but perhaps not as much progress as they would make as the practice of these staff improved. The school was continuing to develop the mastery approach and would be introducing a common format from September 2018.

**Asked** how effectively practice highlighted as blue was shared across school, the HoS said that sharing of practice was led by the DHT, who was responsible for CPD and mentoring of NQTs<sup>10</sup>. The ExecHT said that governors would see the evidence of this work in the form of more upward arrows on the grid over the next year.

While governors welcomed the upward arrows on the current grid, they queried the two downward arrows shown for two teachers against the Outcomes criterion. The HoS said that the data for the classes in question had been variable across the year. The two teachers were new and the school was working with them to help them to use the tracker system. An additional Pupil Progress Meeting had been arranged with these staff early in the new academic year. The attainment of the pupils in these classes was broadly in line with expectation. **Replying to questions**, the HoS confirmed that their attainment had been assessed as high at first and was now being assessed more realistically. **Asked** about their prior attainment, the HoS said that it had been low at the end of Key Stage 1. This was a polarised group of pupils with a high number who were borderline: leaders were working with staff to ensure that assessment was accurate. She had no doubt about the ability of the staff it was a matter of getting to grips with the assessment system. The ExecHT said that he would expect the practice of these staff to move to in due course.

**Asked** about the yellow assessment for outcomes in Modern Foreign Languages (MFL), the ExecHT said that this teacher worked in school one day per week, on a single subject, and did not participate in CPD, staff meetings etc. There was no concern about the lessons taught by this teacher, nor with pupil outcomes in MFL. The HoS said that two MFL lesson observations had been conducted: she believed that the teacher had never been observed before, and had not been used to receiving feedback on practice. **Asked** how MFL was being developed, the HoS said that the teacher used engaging teaching strategies but that this was not necessarily leading to all pupils meeting the learning objectives. **Asked** to expand on this, she said that pupils enjoyed the lessons but that higher ability pupils were not sufficiently challenged. Leaders were helping the teacher to ensure not just that lessons were enjoyable but that they were effective in achieving learning objectives for all pupils. Timetabling was being reviewed to support this, and the teacher had access to the BLP<sup>11</sup> and Attitudes for Learning training.

Both the ExecHT and the HoS were clear that the MFL teacher made a very significant contribution to the school. The HoS said that this focus on ensuring that learning

<sup>10</sup> NQT - Newly Qualified Teacher. Qualified and undergoing 1 year training post. Governors have a responsibility to ensure that NQTs are given the support and training to which they are entitled, including induction time away from the classroom as well as the usual Planning, Preparation and Assessment time to which all teaching staff are entitled.

<sup>11</sup> BLP – Building Learning Power: an approach to helping young people to become better learners, both in school and out, by building the mental, emotional, and social resources to enjoy challenge and cope well with uncertainty and complexity, while also developing literacy and numeracy, and helping pupils to achieve the best test results possible. [Website](#)

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objectives were met had not been in place until recently for subjects such as MFL. The focus was being extended to lessons in other areas such as music and swimming.

Governors welcomed the green and blue areas of the grid and commented that it would be interesting to see the impact of teachers assessed as green working with colleagues assessed as yellow in shared classes. The HoS said that the DHT would support and mentor the NQTs, while she would support Early Years and the new job-share in Year 3. Thus, there would be a senior leader covering each class taught by a teacher whose practice was assessed as yellow.

Noting that the data discussed at Item 120/17 had showed Reading to be stronger in Key Stage 2 than Key Stage 1, **governors asked** whether that was due to the higher proportion of green/blue teaching in Upper Key Stage 2. The ExecHT said that it was not: pupils in Years 5 and 6 had undoubtedly benefited from the strong practice on those year groups, but Key Stage 2 outcomes reflected the quality of teaching throughout, from Year 3 to Year 6.

The ExecHT and HoS thanked governors for this very useful and challenging discussion.

#### 124/17 Review impact of Governing Body Action Plan

The ExecHT said that, in his view, the Governing Body had developed very significantly over the last year. It was now asking very challenging and sometimes uncomfortable questions, as shown in their questioning of yellow highlighting under the previous item. They were active in developing and promoting the school ethos and had a clear understanding of the role of governors. The proactive approach of governors to visiting the school to see for themselves the evidence that underpinned leaders' reports was a real strength.

Governors agreed that the GB Action Plan for 2018-19 should be incorporated into the post-Ofsted Action Plan (POAP). The ExecHT would ensure that the broad outline of the POAP had been developed prior to ceasing work with the school on 31 August 2018. The GB element of the Plan would draw on self reviews and skills audits.

Governors agreed that a GB self review and skills audit should be carried out over the summer.

- **The Governing Body agreed** that the GB self review and skills audit should be compiled and reported on by the Clerk, noting that the school would be charged for this work by the School Governor Service.

ExecHT

#### 125/17 Review updated Self Evaluation Form (SEF)

*Agenda paper*

Referring to the judgements in the bottom row of page 2 of the SEF, the ExecHT said that he hoped to be able to change the 3 (Requires Improvement – RI) judgement for outcomes to 2 (Good) once the SATs results for 2018 were published on 10 July 2018. The content of much of the rest of the document (eg pupil progress from their starting points, narrowing the gap for Pupil Premium pupils etc) would also be subject to change in light of the SATs outcomes.

Governors noted that the school continued to judge Early Years as 3 (RI). Senior leaders said that pupils in Early Years were safe and happy, and that the team was dedicated. However, Early Years could not yet be judged as Good, although he expected reading to flourish in 2018-19. The new member of staff in Early Years was strong and had an

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excellent grasp of how to use data effectively to support improved outcomes: Early Years had struggled with this to date.

#### 126/17 Review School Improvement Plan 2017-18

The ExecHT said that the RAG-rated summary of progress against the SIP would be supported by the full version once the 2018 SATs outcomes were available. Governors noted that the stronger progress shown in Writing was backed up by the data and books that they had seen.

**Asked** how far EYFS provision was from being assessed as green, the HoS said that it was close. Planning and targeting were now more effective, so that work was properly focused and driven. The ExecHT said that the priority now was to refine the improvements made so far and embed the practices that the new member of staff planned to introduce.

The ExecHT said that, although there was nothing wrong with Early Years outdoor provision, it had not been used. It was now being used and the quality of provision both indoors and outdoors was high. Leaders said that the cohort was inquisitive, enthusiastic, independent and safe: they would benefit from the more sophisticated provision that would be enabled by the new members of staff, overseen by the HoS. **Replying to questions**, the ExecHT agreed that governors should expect to see Early Years provision move from yellow to green in 2018-19. The new member of staff had previously led Early Years that had been judged as Good in a challenging school, and was very experienced in identifying which pupils needed which support. Having asked to see the section of the POAP that covered Early Years, she had been surprised to find that some of the required actions were basic.

**Governors asked** how the school was ensuring that Year 1 staff clearly understood the needs of the six summer-born girls who would join Year 1 from Early Years in September 2018. The ExecHT said that the data on these pupils was realistic and they would be closely tracked and monitored. **Asked** about support staff in Year 1, the HoS said that, in 2017-18, if had been necessary to call on Year 1 support to provide cover elsewhere in school from time to time. This would not be so in 218-19, which would ensure greater stability in Year 1.

Referring to section 3(iii) of the SIP, the ExecHT said that the yellow highlighting reflected the fact that there was a member of staff who had a tendency to be over-modest under pressure, giving an impression of negativity. If that member of staff were interviewed by Ofsted, it was possible that they might revert to this tendency. The HoS said that the staff member had made significant progress since the last Ofsted visit and now had greater confidence and ability to draw on statistical evidence without the direction of senior leadership. The advice from the school's Primary Achievement Officer from Bradford Council was that she should speak positively about her work and its impact on outcomes. **Replying to questions**, the ExecHT confirmed that the yellow rating for this section related to these concerns about the self-presentation of a single member of staff, and that the section was borderline green. Governors suggested that it might be better to rate this as green, and to explain the issue relating to this single member of staff: the ExecHT said that, with the continuing support in place for the member of staff, he expected this to move to green in the summer 2 half term in any case.

The ExecHT said that progress with BLP had been strong. By its very nature, BLP was continually evolving, so it was difficult to mark it as green. In relation to priority SI2 (challenging and improving teaching), the ExecHT drew particular attention to the work of the HoS and DHT in Maths, which had led to a real strengthening in Maths across school.

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Looking to 2018-19, the ExecHT said that, as discussed earlier in the meeting, reading would be a priority. The HoS said that, in writing, the focus would be on securing an uplift in skills for pupils who had once been reluctant writers and who were now enthusiastic but lacking in basic skills such as handwriting, spelling, grammar and punctuation. This lack of skills blocked their progress and caused them to become frustrated with writing. Pupils who were underachieving in writing all had a weakness in one or more of these areas.

#### 127/17 **Receive report from Resources Committee meeting of 28 June 2018**

Ann Craggs, Chair of the Resources Committee, said that the Committee recommended that the Governing Body approve a change to the staffing structure to include an additional Lunchtime Supervisor position. The cost would be up to £2k and the appointment would free up senior leadership time that was currently being spent on lunchtime supervision. Governors agreed that this was a sensible proposal: it was not good value for money for senior leaders to be acting as Lunchtime Supervisors.

- **The Governing Body unanimously approved** the addition of one Lunchtime Supervisor position to the staffing structure.

#### 128/17 **Receive annual SEND Information report**

*Agenda paper*

**The Governing Body noted** the annual SEND Information Report with thanks. Replying to questions, the ExecHT confirmed that there had been no major changes in legislation or practice since the previous annual report. The report had been placed on the school website.

#### 129/17 **Receive update on any safeguarding issues arising since the meeting of the Resources Committee on 28 June 2018**

None reported.

#### 130/17 **Report on Chair's actions and correspondence**

None reported except as mentioned under other items on this agenda.

#### 131/17 **Report on Governors' visits to school, training and development**

*Paper: Visit report: Richard Grayson, 29-06-2017, BLP – circulated prior to meeting*

Richard Grayson, in his capacity as Named Governor for BLP (NG/BLP), said that he had visited the school on 29 June 2018: his report had been circulated prior to this meeting. The HoS said that, in view of the need for further staff training and to induct new staff into BLP, the school planned to pause for a period of consolidation. She was working with the three BLP leaders on the need for to hold staff to account more rigorously completing the online training modules in time to undertake the required research and exploration and trial new approaches before attending staff training, so that they could bring their ideas and experience to the training events. **Asked** whether staff had an opportunity in school to undertake the online training, the HoS said that, at present, they did not – NG/BLP had raised this point during his visit. **Asked** how long it took to complete each online module, a staff governor said that they involved approximately 40 minutes of reading, followed by experimentation and trialling in the classroom. The issue was that staff did not always allow sufficient time for the experimentation and trialling element. The HoS was

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discussing with the BLP leaders the need to set deadlines so that staff were clear about when they needed to undertake the reading to leave sufficient time for this. **Replying to questions**, the HoS said that staff were expected to undertake one such module per half time – amounting to approximately 12 hours over a year - and that all staff undertook the same module at the same time. Staff remained highly committed to BLP, but they had been through significant change and needed clarity about exactly what they were expected to do before the next group training meeting.

The HoS said that staff were currently encouraged to set their own targets at the end of each session. In future, targets would be identified for all staff to work towards. **Asked** whether BLP targets were linked to performance management, the HoS said that BLP had been one of the appraisal targets but that this was becoming increasingly difficult because BLP was not something that could be completed and ticked off. Governors understood this – the point of BLP was that it was a matter of the whole ethos of the school and integral to everything it did. The HoS agreed: while there were some real differences in how BLP applied in different areas, it did apply to all. Pupils and staff used the BLP vocabulary, behaviours and learning muscles in all aspects of school life. The first step was to adopt the vocabulary; then to understand what it really meant – for example, how collaboration supported each pupil as a learner, and when it was not the right tool to be used and should be set aside for individual work. The HoS noted that BLP had been key to shifting the mindset of staff as well as pupils. There was, however, further to go to encourage the few staff who still saw BLP as simply a tool for learning to adopt it as a personal mindset.

Richard Grayson reported that he had undertaken training on preparation for Ofsted.

#### 132/17 **Review policies and other key documents:**

*Agenda papers*

The HoS said that she continued to work through the school's policies and other documentation changing references from "Executive Headteacher" and "Head of School" to "Headteacher" in preparation for September 2018.

- a) EYFS policy
  - **The Governing Body unanimously approved** the EYFS policy.
- b) Home School Agreement 2018-19 – Governors noted that the HSA now placed greater emphasis on pupils taking responsibility for themselves and their belongings, reflecting the BLP mindset. It included an expectation that parents would read with their child on a daily basis: the HoS said that a large number of families did not do this. The Pastoral Manager would work with families to address barriers to reading at home.
  - **The Governing Body unanimously approved** the Home School Agreement for 2018-19.
- c) Allegations of abuse against staff policy – The ExecHT said that this policy was a PACT HR model which had been legally cleared and agreed with the unions.
  - **The Governing Body unanimously approved** the Allegations of Abuse Against Staff policy.
- d) Drugs and substance abuse policy – The HoS said that this was a standard policy. It was underpinned by the PSHE policy, which was being updated and developed. The school worked with external providers and planned to improve this.

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- **The Governing Body unanimously approved** the Drugs and Substance Abuse policy.
- e) Educational visits policy – The ExecHT undertook to make the following amendment to the policy:
  - Page 2, Section heading “Approval Requirements”, third paragraph: After “Residential visits ...” insert “, overseas visits”.
  - *Subject to this amendment, the Governing Body unanimously approved* the Educational Visits policy.
- f) First aid policy
  - **The Governing Body unanimously approved** the First Aid policy.
- g) Intimate care policy – The HoS remarked that staff found it reassuring to have a policy in place on intimate care. **Asked** whether a school could decline to admit a child who was not toilet trained, the HoS said that it could not. The school did, however, ensure that the families of such children were under the care of a nurse.
  - **The Governing Body unanimously approved** the Intimate Care policy.
- h) Physical restraint policy – The ExecHT said that this policy was standard and reflected DfE guidance. **Replying to questions**, the HoS confirmed that staff in school had been trained in restraint, though the training had been undertaken approximately two years ago. She reminded governors that all staff had a duty to restrain a child who was putting themselves or others in danger. The form at the back of the policy was scanned into CPOMS. The HoS said that the section on de-escalation and the reasons why the decision had been made to restrain a child were specific to this school.
  - **The Governing Body unanimously approved** the Physical Restraint policy.
- i) Safer recruitment policy – The ExecHT said that the policy was in line with the Safer Recruitment training that he had recently undertaken. **Replying to questions**, the HoS confirmed that she had undertaken Safer Recruitment training, as had the DHT and Assistant Headteacher (AHT).
  - **The Governing Body unanimously approved** the Safer Recruitment policy.

Governors thought that the Child Protection and Safeguarding policy and the Supporting Children With Medical Needs policy had been reviewed recently but asked that the Clerk check and, if not, put them on the agenda for the next meeting.

*[Clerk’s note: Both these policies were reviewed and approved at the Governing Body meeting on 05 February 2018. The Child Protection and Safeguarding policy is due for its next review in the Spring 2 half term of 2019; the Supporting Children with Medical Needs policy in the Spring 2 half term of 2021.]*

## 133/17 Governing Body business

*Agenda papers*

- a) Governor information for website: background – The ExecHT read out the information that schools were required to publish about governors. Governors noted that there was no requirement to publish information about their backgrounds.
- b) Approve Committee Terms of Reference for 2018-19 – Governors noted that the Resources Committee had reviewed the Terms of Reference and recommended that they be approved by the Governing Body.

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- **The Governing Body unanimously approved** the Terms of Reference for the Resources Committee for 2018-19 as set out in the agenda paper.
- c) Review Committee membership for 2018-19 –
- **The Governing Body unanimously appointed** governors to Committee as set out at Annex A (attached)
  - **The Governing Body unanimously appointed** David Wilson, Deputy Headteacher, to the Resources Committee as an Associate Member (without voting rights).
  - **The Governing Body unanimously agreed** that the external adviser to the Headteacher Performance Management Committee for 2018-19 should be Janet Keefe.
- d) Review Named Governor appointments for 2018-19 –
- **The Governing Body unanimously appointed** Named Governors as set out at Annex A (attached)
- e) Review governor attendance in 2017-18 – **Governors noted** the attendance record circulated with the agenda. They expressed concern about the attendance of Graham Sheard and, noting that his term of office as a Co-opted Governor was due to expire on 28 September 2018, agreed that the Chair should enquire into his intentions.
- Governors noted that the Chair's term of office as a Co-opted Governor was due to expire on 28 September 2018. She confirmed that she would be willing to be considered for co-options for a further term.
- f) Agree meeting dates for 2018-19 – **Governors agreed** that the Governing Body meeting planned for 08 July 2018 should be moved to 15 July 2018.
- Subject to this amendment, **the Governing Body unanimously agreed** to meet in 2018-19 as set out at Annex B (attached)

#### 134/17 Any other urgent business referred from Item 116/17 above

The Chair thanked the Executive Headteacher for his work with the school, which had benefited significantly from his tenure. The ExecHT said that he had enjoyed his time with the school: it had been pleasing to be part of its improvement and he wished it well for the future. He would remain in contact with the Head of School and would participate as required in the anticipated Ofsted inspection. He reminded governors that he would remain accountable for the school until 31 August 2018, and said that he had found it a pleasure to work with them.

#### 135/17 Date of next meeting

The next meeting would be held at **5.45pm** on Monday **15 October 2018**.

**The meeting closed at 8.06pm**

Signed \_\_\_\_\_

Date: \_\_\_\_\_