

## AUTUMN TERM 2018



MINUTES of the meeting of the Governors of the **Performance Committee of Bedgrove Infant School** held at the School on **1 November 2018** at 7.00pm.

<b>PRESENT:</b>	Ms Quirk – Chairman Mrs Adams Mrs Green	Miss Lawrence(Head Teacher) Mrs Lee Mr Warner
<b>IN ATTENDANCE:</b>	Mrs L Sims Mrs M Mitchell	Deputy Head Teacher Clerk
<b>APOLOGIES</b>	Mrs Linford Mrs Mashingaidze Mrs Mohammed	

### 1 APPOINTMENT OF CHAIR AND VICE-CHAIR

In accordance with the procedures of the Governing Board Ms Quirk was elected as Chairman for a period of one year and no later than 31 December 2019.

Mrs Adams was elected as Vice-Chairman for a period of one year until no later than 31 December 2019.

Ms Quirk in the Chair.

### 2 NOTIFICATION OF ANY OTHER BUSINESS

No items of other business were notified.

### 3 DECLARATION OF INTEREST

There were no declarations of interest.

### 4 MINUTES AND MATTERS ARISING

#### 4.1 MINUTES

The Minutes of the Curriculum Committee Meeting held on 9 May 2018 having been circulated, were confirmed and signed by the Chairman as a correct record and handed to the Head Teacher for display at the school.

**ACTION**

**Head Teacher**

## 4.2 MATTERS ARISING

Matters arising are addressed within the core agenda.

## 5 ITEMS DELEGATED FROM THE GOVERNING BODY MEETING ON 11 JULY 2018

No items were delegated outside of the core agenda.

## 6 SUBJECT LEADER REPORTS

The Head Teacher advised Governors that Subject Teams had been established, replacing the Subject Leader role, comprised of one teacher from each year group. This approach:

- enables the curriculum to be developed across Key Stages
- supports the development of cross-curricular learning and development of the wider curriculum
- supports staff development into middle leadership by strengthening leadership skills
- provides a subject specialist within each year group

The rationale for the change was shared with staff at the September Inset Day. Staff at Main Scale 4 and upwards are expected to contribute to the school beyond their classroom; this structure enables them to do this in addition to providing a succession plan with knowledge shared across the team.

The Subject Teams are supported with a planned meeting structure in which objectives are agreed, priorities identified and end of Key Stage targets set. Minutes are taken and overseen by the SLT who monitor delivery and provide additional support where necessary.

Time is being provided to enable the teams to work together.

### **Arising from Governors' questions and observations:**

- Staff are enthusiastic and are embracing the new approach.
- Governors discussed how best to receive information on the curriculum development and agreed that written subject updates will be included in the Head Teacher Report with a short verbal update from a nominated representative of the team at the Summer Term Performance Committee.
- The SENDCo will be included in this process. The Head Teacher confirmed that the school's local offer has been published.

**Head Teacher**

**Head Teacher  
Clerk:Agenda**

## **7 TERMS OF REFERENCE**

The Clerk had provided a new format terms of reference which include links to supporting documents, more succinct terms of reference supported by committee work plans and guidance on questions to ask. An overview of how the board is structured and generic delegations between the Head Teacher and Board is also included. The draft had been circulated prior to the meeting for Governors to review.

Governors welcomed the new format which was clear, accessible and supportive. The Clerk advised that there is likely to be substantial revision next year to reflect the new Ofsted 2019 Framework when it is agreed. Governors agreed the Terms of Reference.

## **8 LEADERSHIP AND MANAGEMENT**

### **8.1 SLP UPDATE TO INCLUDE CURRICULUM AND EYFS PROVISION**

The updated SLP had been posted on Governor Hub.

Progress was already being made against the list of actions identified including:

- Transitions (SLP 1)
- PPA development (SLP 6)
- Calendar of events agreed
- Linking with other schools (SLP 2)

Progress and actions were discussed at the recent INSET day; this had been very useful enabling a good quality discussion to take place involving all staff. Mrs Lee is leading the work to take forward ideas agreed at the meeting.

#### **Curriculum:**

There are no changes to the curriculum outside of those arising from the Subject Teams. Project based learning is being used to support cross-curricular learning. A new national curriculum focussed on skills and 'irresistible learning' is being developed for 2020.

#### **EYFS:**

New early learning goals are being trialled by 25 schools for implementation in 2020. Within the ITT programme the probable changes are being explored and incorporated into learning in preparation for the change. Comparisons with current and proposed learning goals will be completed.

**Mrs Lee**

**Head Teacher  
Governors**

## 8.2 ICT PLAN

The school has a comprehensive ICT plan which addresses both hardware maintenance and replacement and software need. This has been reviewed and further developed by the ICT Subject Team of four staff.

The Head Teacher reported that:

- The use of iPads by pupils continues to be explored; the Headteacher is visiting Haddenham St Mary's School and Haydon Abbey School to observe their practices. Purchase and leasing options are also being explored.
- A parent focussed internet safety session is being planned.
- The PTA have funded teacher iPads in F1; F2 are planned for later in the term. Staff need time to familiarise themselves with the technology in order to maximise its impact.
- Soft Egg, the school's IT suppliers, are visiting to review the school's ICT needs.
- The survey results indicated that the majority of pupils have access to smart technology either through their own, or their parents', laptops, computers, tables or smart phones. No action is required.

Governors considered that ICT developments supported teaching and learning, improved communications and more effective data management.

## 8.3 GOVERNOR MONITORING AND EVALUATION REPORTS

Governors discussed how best to fulfil their monitoring and evaluation role of the delivery of the SLP. The priorities for 2018-19 have more qualitative, less tangible outcomes than previous years. A programme of events has been drawn up to support delivery of the plan. This will be circulated to all Governors with a view to agreeing Governor attendance at key events; details to be agreed at the FGB.

**Head Teacher  
Governors  
Clerk:Agenda**

## 8.4 TRAINING FEEDBACK

Governors attending training were reminded to complete the cascade form and circulate through Governor Hub in order to share learning and any points requiring action.

**Governors**

The Clerk will remind Governors to complete the Understanding School Finances module and updated Safeguarding; the Governor's role.

**Clerk**

## 9 QUALITY OF TEACHING, LEARNING AND ASSESSMENT

### 9.1 QUALITY OF TEACHING REPORT

The Head Teacher reported that, at the end of the performance management cycle for 2017-18, 70% of teachers were outstanding, 12% were good and 18% required improvement. Recent learning walks indicate all staff are at least Good with 66% outstanding.

#### **Provision for core groups (SLP 3 and 5):**

**EAL (SLP 3):** An action plan is being developed to identify the support needed.

**SEND:** Ofsted commented that the school offered excellent SEND provision. The Head Teacher highlighted that one NQT has shown a flare for SEND providing excellent quality SSPs.

Ofsted recognised that the school has a complex range of needs which are well met.

Strategies for developing the more able are under way including a philosophy of no glass ceilings. The school is working with others in the liaison group to share good practice.

#### **Arising from Governors' questions, observation and discussion:**

- The improvement in overall standard of quality of teaching is impressive. It should be noted that the teaching team has many new members who are less experienced in their teaching careers, and to be at this level this early in the year is commendable.
- There are no major concerns; recommendations are minor adjustments to practices so secure improvements.
- The process of learning walks has been improved; feedback is now given through OneDrive unless the teacher, or SLT, requests verbal feedback. Feedback is captured through the use of iPads and is immediate and responsive. Ofsted commented on this good practice. Mr Hassell has asked if staff at his school can observe the practice.
- Staff like this approach and appreciate the instant feedback supported by the open-door policy.
- The feedback format allows comments to be made, a record of actions taken and their impact providing a complete learning cycle.

- Mrs Lee commented that she had overheard a number of in-depth, insightful and professional conversations amongst staff related to SEND challenges.
- More able sports children are identified by the coaching staff and teachers are made aware.

## 9.2 CPD

A detailed report is provided in the Head Teacher Report. Coaching is provided across EYFS and KS1; the SLT have met with staff to identify individual needs.

Key areas identified include:

- Provision for middle and upper pupil groups in core subjects.
- Fostering independent learning in pupils
- Ensuring there is challenge in writing and high expectations
- Consistent behaviour management – scenarios are modelled.
- Team Teach
- Teacher observations initiated by staff.

Staff have been incredibly receptive to the training available. In the exit surveys in the summer term there had been reference to wanting to see an end to the CPD strategy; this is not supported by staff that have remained at the school and is an individual rather than group view.

The Head Teacher added that the impact of CPD is evident in the classroom and is reflected in the improved assessment of teaching and learning.

Staff visiting from BMAT had commented positively on the strategies being used in the classroom.

Mr Hassell had commented on the calm and purposeful learning environment.

Coaching and peer teaching sessions have drawn on the work of Steve Mundby's work on the power of love specifically in:

- Teaching
- CPD
- Leadership

This re-enforces last year's CPD focus. Peer observations have been very successful with teachers identifying what they want to develop in the Autumn Term, training provided in the Spring Term and reflection, impact and next steps considered in the Summer Term. This is a powerful and empowering approach to CPD.

**10 PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**  
**10.1 INCLUSION**

**SEND:**

- Stuart Cateridge of the PRU had provided behaviour management training; Ms Quirk had attended.
- Behaviour management is a class teacher responsibility; they are being supported and trained accordingly. There is an increase in children presenting with challenging behaviours.
- The SENDCo is monitoring the impact of training and providing support to interventions.
- The school has a new LA SEND liaison officer, the third this term. Governors noted that the Head of SEND has left the LA after just five weeks in post.
- The school has been allocated a CAMHS link advisor; the relationship is developing.
- Links are being forged with the LA Nursery Team Ed Psychologists and community paediatric services.
- The Pupil Premium lead in school has worked with staff to improve skills and assess the impact of interventions. This approach is being used for EAL with high needs and other pupils whose attainment is significantly below age related expectations.
- Teachers refer pupils to the PP Lead to request support in identifying the correct intervention; referrals are evidence based and include targets to be achieved.
- There is an increasing number of pupils joining the school in F1 (and one in F2) who have never attended another setting. This is becoming more prevalent with the introduction of 15 and 30 hr provision. Autumn 1 was focussed on settling the children into school with support from the Children and Family Liaison Worker. Entry data shows 33% are below ARE.
- PRU referrals have been made where appropriate and outreach support secured. Individual behaviour plans are drawn up in consultation with parents.
- The Play Therapist has been very effective and has continued to work with pupils who have moved onto the junior school. This is funded by Pupil Premium grant and school budget. Four children are being supported.

- There are no children on the child protection or children in need registers.
- The school has adopted butterflies for class names; inclusion pupils are known as Apollos. Interventions include:
  - Two forces groups
  - ELSA to address self-esteem and confidence
  - Mindfulness
  - Young carers support
  - Team building and sharing
- 1 EHCP has been resubmitted and one child has been put to the panel for placement at a special school.
- The SENDCo is very effective and proactive; she has introduced new identification and assessment criteria and met with the Specialist Teaching Service.

**Arising from Governors' questions, observation and discussion:**

- There has been an increase in the identification of PP children as a result of the letter to parents regarding eligibility rising from 14 last year to 26 this year.
- As the numbers of children joining the school with additional needs increases there will be a need to priorities what is needed; a significant number need support with self-esteem and confidence rather than academic challenges.
- Ms Quirk reported that Mr Cateridge had complemented the SLT on the impact of the new behaviour management strategy.

**10.2 TERMLY BEHAVIOUR REPORT**

The Head Teacher drew a comparison with the position at the same time last year notably;

- Use of the inclusion room has increased.
- Behaviour is being addressed at Level 1 with very little escalation to 2,3 and 4.
- It is the teacher's role to manage their class with support from the Inclusion Team if necessary. More staff have behaviour plans in place to ensure consistent approaches and control in the classroom.

- Behaviour management is reflected in staff performance objectives specifically Quality First Teaching, that teaching and learning meets children's needs and resources are used effectively.
- Pupil wellbeing is also under the remit of the Inclusion team and is underpinned by mindfulness.

**Arising from Governors' questions and observations:**

- Pupils are aware that some children have additional needs and may be treated differently but still consistent with the behaviour expectations of the school.
- Staff and pupils understand the need to make reasonable adjustments; information pertaining to additional needs is shared with all staff to support a consistent approach.

Governors congratulated the Head Teacher and Deputy Head Teacher on the significant and positive start to the year with the team working well together to secure improvements.

**10.3 ATTENDANCE**

Attendance is monitored monthly. One child was being monitored for low attendance has now left the school.

One child is consistently late; the school is engaging with parents. A formal letter home has seen an immediate impact but the sustainability has yet been confirmed.

Term time holidays continue to have an impact; fines are used where appropriate.

Governors recognised that the fines in themselves were not a sufficient deterrent; parents need to be educated on the detrimental impact on their child's learning through absence to encourage them to make different choices.

**Head Teacher**

**10.4 SMSC**

The school is again participating in the SMSC link projects and is hoping to link with Bierton School for Year 2 and Ibstone School for Year 1. Details of those participating have yet to be confirmed. Ms Quirk asked to be made aware of the link sessions so that she can attend as she did last year.

**Head Teacher  
Ms Quirk**

The school council will be relaunched. Pupils now receive gold stars for work as voted for by their classmates.

Governors suggested that this should be anonymised to reduce the impact of friendship groups on outcomes.

Head Teacher

New values posters are in each classroom and the reception area; there has been positive feedback from parents.

## **10.5 SAFEGUARDING**

The Head Teacher reported that:

- Lyndsey Snooks, BCC ECAS, had conducted a safeguarding audit. Minor actions were identified and have been addressed.

### **Arising from Governors' questions and discussion:**

- Governors noted that the disqualification by association form is no longer required for school staff. The form was introduced for childcare in domestic settings in relation to other adults in the household. The Ofsted inspector had considered this to be still best practice but Governors agreed that the safeguarding systems in school were fit for purpose and the disqualification element was not required.

## **10.6 TRANSITIONS (SLP 1)**

This was addressed in discussions earlier in the meeting (Item 8). The school continues to develop links with feeder pre-schools to support practices. Two school staff are attending a local nursery to speak to parents about starting school.

### **Arising from Governors' questions and discussion:**

- The school is considering offering home visits to parents whose children do not attend a nursery provision. The EYGS team are developing a policy and liaising with partner schools who do conduct home visits.

## **11 OUTCOMES FOR PUPILS**

### **11.1 PUPIL PROGRESS (SLP O1 -O5)**

Outcomes had been considered at the SLP meeting and informed the development of the SLP and actions taken to date. The school is currently gathering baseline data for F1 and F2; KS1 confirmed data will be published later this month.

The school performed above national expectations; focus is now on drilling down to ensure all groups progress well. This is reflected in the SLP priorities for SEND, EAL and PP. Gender bias runs across all areas.

Within the school 65% of children are at Age Related Expectations against a County average of 63%. Whilst better than County this is significantly lower than the 86% for non- PP. The target this year is for PP pupils to meet or better the targets for all pupils.

Data analysis is informing staff expectations who continue to set the bar high for all pupils

## **11.2 PUPIL PREMIUM**

The Head Teacher advised that the number of qualifying children is again relatively small with a cohort of 26 although this is more than double the 2017-18 position.

The Pupil Premium Report has been published.

Performance discussed at Item 11.2.

## **11.3 SPORTS GRANT**

The Head Teacher explained that funds continue to be used to purchase sports coaches to upskill staff. Mrs Smith is the new Sports Lead in school; a handover was provided.

Mrs Smith has evaluated provision and impact to date; upskilling teachers continues to the main priority.

The school has explored membership of the Bucks Sports Partnership but this is not value for money for an infant school; the range of events and activities are targeted to KS2 and above.

The annual sports report is on the school website.

Mrs Adams will complete a visit this term.

**Mrs Adams  
Clerk:Agenda**

## **12 STAKEHOLDER ENGAGEMENT**

### **12.1 ANNUAL QUESTIONNAIRES**

Mrs Linford had completed the analysis of the parent questionnaires and submitted the findings to the Head Teacher for consideration in the formulation of the SLP. The school had provided parental feedback on the survey findings and the school's response.

Of note:

- Specific issues around SEND provision for one child have been addressed.
- General wariness around the impact of the change of SLT has been addressed by the positive Ofsted inspection which provides external validation.
- There remains a need to widen the back gate. This will be addressed this year.
- Letters are sent electronically unless a parental reply is needed in which case hard copies are issued.
- Open sessions have been changed from a pre-booked slot to drop-in sessions limited to one parent per child and no siblings.
- Parental feedback from parents' evenings and events continues to be gathered; findings will be included in the Head Teacher Report.
- Members of the SLT are now doing story times with the pupils; this provides support for staff and enables them to build relationships with pupils.

## **12.2 SCHOOL COUNCIL REPORT**

A report will be included in the Head Teacher's Report.

**Head Teacher**

## **12.3 PARENT ENGAGEMENT**

Addressed at Item 12.1.

## **12.4 COMMUNITY ENGAGEMENT**

The Head Teacher advised of the following:

- Harvest Festival: a different approach was used this year as pupils presented poetry and songs to the Over 60s Club at a Harvest Assembly to provide opportunity to develop performance skills.
- As a result of H&S concerns last year the Xmas lunch will be taken to the Over 60s Club rather than them visiting the school. This has been communicated through school and community newsletters.

## **12.5 MARKETING AND COMMUNICATIONS**

The Mix 96 advert had not been successful; very few parents visiting or joining the school had heard the advert and of those that had no-one cited it as a reason for approaching the school. Word of mouth and Ofsted rating remain the key factors for parents.

Governors discussed making more use of the Ofsted grading, especially following the recent inspection, in promoting the school.

Governors also discussed the scope for contacting local celebrities to involve them in school events and promote the school.

The school now has a closed Facebook Page.

**13 POLICY REVIEW**

The following policy had been circulated and was recommended to the FGB for approval:

- Child Protection.

**14 DATE OF NEXT MEETING**

The dates of the next meetings were agreed as follows:

- **Monday 4 February 2019 at 7.00pm**
- **Thursday 6 June 2019 at 7.00pm (was 4 June)**

All Clerked.

**13 ANY OTHER BUSINESS**

**CONDUCT OF MEETING**

Governors confirmed that the meeting was conducted in an open manner and that all Governors were invited to participate and contribute to discussions. It was confirmed that all members of the Governing Body would have access to these minutes except for confidential and restricted minutes.

The meeting closed at 8.55pm.

Signed ..... Date .....

Chairman