



BEDGROVE INFANT SCHOOL

MINUTES of the meeting of the Governors of **Bedgrove Infant School** held at the School on Monday **10 December 2018** at 7.15pm.

PRESENT: Mrs C Green (Chair) Miss J Lawrence (Head Teacher)
Mrs Z Adams Mrs V Linford
Mr W Cunningham Mr S Maples
Mr S Habib-Ullah Mrs S Mitchell
Mrs C Lee Ms S Quirk

IN ATTENDANCE: Mrs L Sim Deputy Head Teacher
Mrs M Mitchell Clerk

ABSENT: Mr N Hassell Apologies received and accepted
Mrs F Mashingaidze
Mrs K Mohammed Apologies received and accepted
Mr M Warner

Governors noted that Mrs McKay and Mrs Smith had both left the Board and recorded their thanks for their service to the school. Governors co-opted Mr Cunningham ; Mr Habib-Ullah was attending as an observer pending a decision to join.

1 NOTIFICATION OF ANY OTHER BUSINESS

The following items were notified:

- HR Provider
- Exit Surveys
- iPad provider

2 DECLARATIONS OF INTEREST

Governors had nothing to declare.

3 MINUTES AND MATTERS ARISING

3.1 MINUTES

The Minutes of the meeting held on 11 July 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

3.2 MATTERS ARISING

3.2.1 INFORMAL MEETING (MINUTE 6.2)

Governors had previously agreed to hold a termly, informal meeting, to discuss wider issues if necessary. All matters had been addressed at Committee level and through GHub and did not require further discussion.

This had not been required this term. Meetings will be called when necessary.

Chair

4 ANNUAL REVIEWS

4.1 STANDING ORDERS

The Clerk had reworked the Standing Orders to simplify presentation and include a full scheme of delegation. The draft had been circulated prior to the meeting.

Of note:

- **Operations:** The Clerk highlighted that the ability to make decisions electronically, when circumstances are such that to wait for a meeting or call an emergency meeting would be detrimental to the school, had been added.
- **Governor Allowances Scheme:** Governors added a clause that taxi fares could exceed £10 per journey with the prior approval of the Headteacher. The scheme is appended to the Standing Orders.
- **Delegations to the Chair and Headteacher:** No changes made, delegations made clearer.

The Governors reviewed and agreed their Standing Orders.

A copy of the Standing Orders would be attached to the approved minutes, signed by the Chair, for retention in the School Office. A copy had been posted on Governor Hub.

Clerk

4.2 TERMS OF REFERENCE/MEMBERSHIP OF COMMITTEES

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 Headteacher and Board is also included. The draft had been circulated at the start of the term for review by Committees.

Governors welcomed the new format which they found accessible and clear and **approved** the terms of Reference.

A copy of the Terms of Reference would be attached to the approved minutes, signed by the Chair, for retention in the School Office. A copy had been posted on Governor Hub.

4.3 MEMBERSHIP OF COMMITTEES/WORKING GROUPS

Governors reviewed and agreed the membership of their Committees. The Committee Grid, attached, would be published on the school website and on Governor Zone.

Head Teacher

Associate members – voting rights

There are no Associate Members.

4.4 CODE OF CONDUCT

Governors reviewed the Code of Conduct for Governors and agreed:

- to adopt the Code of Conduct which was signed by all Governors present.
- to review the agreed Code of Conduct annually.

Absent Governors to sign copy held in school office.

Governors



CODE OF
CONDUCT 2018 - NG

4.5 REVIEW OF COLLABORATION ARRANGEMENTS

The Clerk explained the benefits of collaboration; Governors agreed to request a collaboration with Haydon Abbey School and Oak Green School as the three schools already work closely together. A collaboration with Bedgrove Junior School was not suitable as they are in the process of converting to an academy which cannot collaborate.

Clerk

The Clerk will liaise with the Clerks of the other schools and amend the Standing Orders when the arrangements are agreed.

After meeting note: Collaboration Haydon Abbey School confirmed.

4.6 BUSINESS AND PECUNIARY INTERESTS FORM

Business and Pecuniary Interest forms were completed and passed to the Headteacher for retention in the School Office. Absent Governors to complete the form.

Governors



pecuniary interest
2018.docx

Pecuniary interests can also be completed on GHub.

Governors noted the requirement, effective from 1 September 2015, for governing boards to publish their governors' details and their Register of Interests on the school website.

Headteacher

5 STRATEGIC MANAGEMENT

5.1 HEAD TEACHER REPORT AND SEF

The Report of the Headteacher, having been circulated, was received by the Governors. In line with school practices questions had been submitted to the Headteacher. A copy of the questions and answers are attached to these minutes.



Copy of HT report
Aut 2018.pdf



Copy of HT report
additional informati

All Governors are encouraged to submit questions to the Head Teacher to provide challenge and seek clarification where necessary and evidence that they have read and understood the document. The Head Teacher offered to go through the document on a 1:1 basis with new Governors if that would be helpful.

Governors welcomed the new format report. The Head Teacher advised that the company used to provide the raw data and report structure had also been engaged to provide finance and benchmarking reports which were similarly clear, accessible and less labour intensive to personalise to the school. The cost of provision was small compared to the staff time saved.

Arising from Governors' questions, observation and discussion:

- **Context:** the number of out of catchment pupils is quite high; new housing developments and potential changes to catchments will see their number reduce as more pupils attend from within catchment.
- **Ofsted inspection:** Governors recorded their congratulations and thanks to all the staff without whom the school would not have retained their Outstanding classification; a rarity within the current framework. The Head Teacher added that the inspectors had been very thorough, visiting all classrooms, and had clearly understood the school's journey which commenced in 2017 when the Head Teacher was appointed.

Head Teacher

5.2 SCHOOL LEARNING PLAN

The SLP had been prepared at the end of the Summer Term with input from staff and Governors in readiness for the start of the academic year. The SLP was **approved**. A progress update is included in the Head Teacher Report and through committees.

A Governor monitoring and evaluation schedule had been published on GHub against which Governors identified the areas they would monitor.

The completed schedule will be published on GHub; visits to take place in the Spring Term. Visit reports to be considered by committees where appropriate.

ACTION
Head Teacher
Governors

A summary of priorities and link Governors is as follows:

- Objective 1 – Transitions – Ms Quirk
- Objective 2 – Tracking – Mrs Adams
- Objective 3 – EAL – Ms Quirk
- Objective 4 – Wellbeing/SMSC – Mr Maples
- Objective 5 – More Able and SEND – Mrs Linford/Mr Warner
- Objective 6 – PPA – Mrs Mitchell

All Governors were encouraged to join together to oversee an area; this is especially good for new Governors to accompany experienced Governors.

Governors to contact the Head Teacher to arrange the visit.

Governors

The Head teacher advised that progress is good and that next year more realistic timescales will be set to better reflect what can be realistically achieved each term.

5.3 FUTURE SCHOOLS WORKING GROUP

The Working Group had met to consider the pros and cons of academisation; the Junior School has decided to join the Great Learners Trust. Governors considered:

- The benefits of academisation
- The option to join an existing MAT
- The option to convert with a view to developing their own MAT

Governors identified that academisation is usually underpinned by one or more drivers:

- To improve outcomes where data is low
- Improve the financial position of the school
- Improve staff recruitment and retention
- Improve the quality of education

None of the above were relevant to the school. In addition the process of conversion is expensive and time consuming and would divert attention from implementing improvements which are already underway for no discernible benefit.

A report had been published on GHub; the conclusions were supported.

Head Teacher

The Clerk suggested that the Head Teacher could re-open discussions with ALPS; their plans for collaborative working and shared resourcing are more developed than when discussions took place earlier and may be more aligned to the school's position and ethos. The Head Teacher will investigate further and update Governors through GHub.

	ACTION
<p>Governors considered if the Junior School's decision to join the Great Learner's Trust would impact in the school. The Head Teacher reassured Governors that there is a good relationship between the schools which should not change due to a change of status.</p>	
<p>5.4 GOVERNOR RECRUITMENT</p> <p>Mr Cunningham and Mr Habib-Ullah were co-opted to the Governing Board.</p> <p>There remains a staff vacancy; the Head Teacher had advertised the position. One person had expressed an interest; the Head Teacher will confirm that they wish to join the board in which case they would be elected unopposed. The Head Teacher will advise Governors.</p>	Head Teacher
<p>5.5 GOVERNOR SEF – ACTION PLAN</p> <p>Most actions had been completed or are underway. The Chair will extract the items where more work is required and suggest how best to complete it.</p> <p>The Head Teacher added that she had made use of an evaluation tool available through Governor Space; a DfE site introduced to support Governance. This offers access to on-line training which can be completed in isolation or as part of a live on-line session. https://www.governorspace.co.uk/training</p> <p>Governors were asked to review the training available and advise which courses they may be interested in; the school can access four events.</p> <p>The school purchases Learning Link, on-line training for Governors, in addition to that available through Governor Space.</p> <p>Mr Maples has completed a number of Learning Link courses and found them to be very accessible and informative.</p> <p>The school has not purchased the BLT training package at £950 but Governors are welcome to identify courses they may wish to attend on a pay as you go basis chargeable to the school. New Governors considered that this cost, in times of increased pressure, should not fall to the school. The Head Teacher explained that is part of the school budget.</p> <p>New Governors were asked to complete the skills audit, to be provided by the Clerk.</p>	<p>Chair</p> <p>Governors</p> <p>Governors</p> <p>Mr Cunningham Mr Habib-Ullah</p>
<p>6 REPORTS OF COMMITTEES AND WORKING GROUPS</p> <p>6.1 PERFORMANCE COMMITTEE</p> <p>The Performance Committee met on 1 November 2018; minutes had been circulated.</p> <p>The following points were highlighted:</p>	

- Subject Reports will be provided with the Head Teacher Report with a verbal presentation to Governors in the Summer Term.
- The Head Teacher had attended training on the 'Irresistible curriculum' provided by the Great Learners Trust, which provided a range of ideas of how to make learning more fun and encourage thinking. A new curriculum is being developed for introduction in 2020; the new curriculum will be knowledge based which is a move away from the current skills based curriculum.
- The quality of teaching in the school has improved this term; all staff are now at least Good with 66% outstanding. This is a significant achievement by all staff.
- There is an increase in the number of pupils joining the school without attending any form of nursery or pre-school; this is impacting on the data with 65% at expected an 35% below.

Arising from Governors' questions, observation and discussion:

- **Quality of teaching:** Learning walks are conducted on an ad hoc basis; there is no pattern or prior warning. Learning walks have replaced formal observations; they are more meaningful, provide regular and immediate individual feedback through the One Drive document system and enable Year Group Leaders to identify areas where group training would be beneficial and inform CPD activities. All teaching staff are assessed against the Teacher Standards. Judgements on the quality of teaching are based on best fit against the Teacher Standards.
- For TAs the school is reviewing job descriptions and establishing schools' standards drawing on the TA Standards produced by the DfE. Staff are asked to complete a self-assessment and training and support put in place accordingly.
- The school is planning, in consultation with the Tus, to introduce performance related pay. There is no model policy for support staff appraisal within the LA. As a Foundation School a bespoke policy can be introduced provided the correct procedures are followed.

6.2 RESOURCES COMMITTEE

The Resources Committee met on 15 October and 20 November 2018: minutes had been circulated.

The following points were highlighted:

- **Finance:** The school is in a good position; increases to teachers pay above the 1% are covered by the DfE grant. The SFVS has been submitted.

- **Premises:** No issues; fire damage is being repaired.
- **Projects:** Quotes are being sought. The Head Teacher added that work on the Year 2 outside area has started.
- **Health and Safety:** The policy has been updated; there are no accident hot spots. The school will now also record and monitor near misses.
- **Staffing:** The Head Teacher advised that there had been a TA resignation; the school was interviewing for two TAs this week. This is a stronger field than the previous campaign.
- One member of staff is returning from maternity leave on 6 February 2019.

The Head Teacher advised that the staff survey was completed in July and included a number of staff who have since left the school. The survey had recently been re-issued. Rates of completion were lower than for the Summer Term; initial analysis indicated that staff new to the school were more positive about the environment than the more established staff reflecting, potentially, the response to change.

Arising from Governors' questions, observations and discussion:

- **Survey:** Issues raised through the staff survey had been addressed with the individual or year group as appropriate and where comments were attributable. There have been some staff changes in the composition of the teams and a better mix of old and new staff.
- Governors noted that any survey carries a health warning as questions, and answers, may be open to different interpretations; responses are clarified where necessary.
- A formal response summarising the survey and actions taken will be provided.
- Governors suggested that the survey be conducted termly this year and that, in feeding back to staff, the issues highlighted as needing action should be reported and staff should be asked to provide ideas as to how best to address any concerns raised.
- To improve communications all staff now have access to Google calendars.
- One person had conflicting views expressed on the survey and during performance management discussions. Governors suggested that consideration should be given as to how staff can raise concerns if they feel uncomfortable, for whatever reason, in raising them with the line-manager.
- One member of staff had reported that they did not consider that pupils were safe at the school.

Head Teacher

Head Teacher

Head Teacher

- Governors were concerned by this and suggested that staff should have the opportunity to contact the Safeguarding Governors with any concerns. The Head Teacher will address this.
- An update will be provided to the next committee meeting.

6.3 STAFF DISMISSAL/STAFF DISMISSAL APPEALS/ EMPLOYEE GRIEVANCE/PAY REVIEW APPEALS/ PUPIL DISCIPLINE COMMITTEES

These Committees had not needed to meet.

6.4 POLICIES

The following policies had been either reviewed and recommended by the Committees or had been circulated for approval at FGB and were **approved**:

- **Teacher's Pay Policy:** Confirmed that:
 - a payment would be made to the named First Aider; position to be covered in the event of long-term absence.
 - the TLR 2 rate is quite high; Head Teacher to discuss with HR how best to address this going forwards. TLR to be uplifted in accordance with the pay recommendations,
 - The top of the MPS scale to be aligned to that stated within the STPCD; a split occurred at MP6 in 2015 when schools could choose to uplift by 1% or 2% creating MPS 6a and 6b.

Head Teacher

7 REPORTS

7.1 REPORT OF CHAIRMAN

The Chair had taken no action under her emergency powers. Governors were advised that a complaint had been received and resolved at Stage 2 without recourse to a panel hearing. The Chair had been supported by Ms Quirk.

Chair

The Head Teacher had been advised of the outcome of the meeting and action taken where appropriate.

7.2 REPORT OF DEVELOPMENT GOVERNOR/REPORT ON TRAINING AND DEVELOPMENT UNDERTAKEN BY GOVERNORS

Governor development was a focus area within the action plan identified through the SEF process.

- The Development Governor will ensure Governors are properly inducted into the school; previously this had been undertaken by the Chair but had not been consistent.

ACTION

- Analysis of the skills audit identified school's finance as a developmental need.
- **All Governors**, which have not already done so, were reminded to complete the following NGA modules and to complete a training cascade form to share learning and capture areas to follow up:
 - Understanding School's Finance
 - Safeguarding; The Governor's role
- **All Governors** were asked to identify one other course, to support their role, which they will complete and advise the Development Governor what that will be.
- **All Governors** were reminded to send a copy of the certificate to the Development Governor.

All Governors

All Governors

All Governors

Training had also been discussed under Item 5.5

Governors recognised that learning styles are different; access to both on-line and face to face should address this.

There is the option for Whole Board training, at a cost of £450; Governors to suggest suitable topics to the Development Governor by the end of the term.

Governors

7.3 REPORT OF SEND GOVERNOR

A report was included in the Head Teacher Report. The SEND Governor will meet with the SENDCo who joined the school this term. The Head Teacher added that the SENDCo has embraced the role and is being supported by the SENDCo at Oak Green School in delivering staff coaching and completion of HNBF and EHCP applications.

7.4 REPORT OF SAFEGUARDING/CHILD PROTECTION GOVERNOR

The Safeguarding Governor had met with the Head Teacher; the report had been posted on GHub. Ofsted highlighted some minor areas to improve; all have been addressed.

Governors noted changes to the following:

[Keeping Children Safe In Education 2018](#) :

- Part 1 changes to information for all staff,
- Part 2 the management of safeguarding,
- Part 5 a new section covering child on child sexual violence and sexual harassment.
- **NEW Requirement:** Section 128 Check for **ALL GOVERNORS obtained through Teacher Services** to be recorded on the SCR.

Annex H provides a useful table of all changes. **Governors to read the document.**

[Working Together to Safeguard Children-2018](#) The [tri.x summary of changes in Working Together](#), details the impact on schools and Governors. Main changes;

- Chapter 3: Multi-Agency Safeguarding Arrangements - Local Safeguarding Children Board replaced by Multi-Agency Partnership Board comprised Police, Social Care and Health (schools considered to 'relevant other'). **Schools should identify their representative on the board.**
- Chapter 4: Improving child protection and safeguarding practice
- Chapter 5: Child Death Reviews.

All organisations and those working within them must be aware of, promote and comply with the arrangements to work together to safeguard children.

The Annual Safeguarding return had been submitted and made available to Governors.

The Single Central record is up to date.
The following points were noted:

- Governors in maintained schools were now subject to section 128 checks. The school would action this for current, and new, Governors and include details on the SCR.
- Responsibilities for Children Looked After having been extended to include those who were previously looked after. The DSL must be trained. Details available from the Virtual School.
- The Disqualification by Association regulations no longer apply to schools.
- KCSIE appears to be a current focus for Ofsted.
- **Prevent** training is being organised for staff, parents, pupils and Governors. An external provider has been recommended who can place Prevent into context for infant children.

The Child Protection Policy has been updated and was **adopted**.

7.5 DIVERSITY GOVERNOR

The Diversity Governor was absent.

7.6 GOVERNOR MONITORING AND EVALUATION REPORTS

Addressed at Item 5.2. Governors to report to Committees.

Pupil Premium, Sports, More Able and subject Governors report to Committee.

ACTION
Governors

Head Teacher

Performance
Committee

		ACTION
8	NEW BUSINESS	
8.1	APPENDIX 1 ADMISSION ARRANGEMENTS – SEPTEMBER 2020	
	The supporting Appendix was noted. Governors noted that a proposal had been put forward to include the children of staff in the admissions criteria to improve recruitment and retention.	
	The LA’s consultation is underway. The Head Teacher and Chair will consider the school’s response.	Head Teacher Chair
	Whilst the LA had contacted the school last year regarding possible changes to catchment areas there had been no further communication this year. The Head Teacher will contact Area Planning to ensure there is no change.	Head Teacher
8.2	SCHOOL TEACHERS’ PAY AWARDS	
	Governors noted the Government’s proposals for 2018-19:	
	<ul style="list-style-type: none"> • 3.5% uplift for max and min of the main teacher pay scale; • 2.0% for these for the Upper Pay Scale • 1.5% for SLT pay ranges. * 3.5% for Unqualified Teacher Range • 2% Uplift for Maximum and Minimum of TLR Payments 	
	The school’s policy had been updated in line with model policy as previously discussed.	
	The Government recognises that the pay awards are in excess of the expected 1% uplift schools have budgeted for, an additional grant is being made available to cover the increase, beyond the planed 1%, for this year.	
	Guidance on the <i>teachers’ pay grant</i> and how to Implement your approach to pay advice 2018 has been made available.	
	Governors supported application of the pay increases across the pay scale; an impact statement costing the proposals and the additional grant had been circulated and approved.	
8.3	STATUTORY INFORMATION ON SCHOOL WEBSITES	
	The Clerk had provided an updated audit tool; Mrs Alford is charged with ensuring the website is compliant.	
	The Clerk reminded Governors to ensure the GIAS is up to date. The Head Teacher will action this.	Head Teacher
	Governors were asked to provide a short bio and photo (optional) to Mrs Alford.	Governors

8.4 SCHOOLS NURSERY CAPITAL FUND

Governors noted that the DfE have made additional funding available to support the growth in nursery places; the LA is co-ordinating bids. The school is not affected by this.

8.5 GENDER SEPARATION IN MIXED SCHOOLS

Governors noted the revised [guidance](#) to mixed schools.

Governors agreed to delegate consideration of this, and update of policies as appropriate, to the Curriculum and Standards Committee.

8.6 POLICIES

Governors noted the updated Display Screen Equipment Policy which was adopted subject to review by the Resources Committee.

Resources Committee**8.7 CHARGING FOR SCHOOL ACTIVITIES**

Governors noted revised [guidance](#) to help schools set their policies on charging for school activities and visits. The school's policy has been updated.

9 RECURRING ITEMS**9.1 IN-SERVICE TRAINING DAYS**

Governors noted the following dates which had been specified by the Local Authority for in-service training for 2019/20:

- Monday 2 September 2019
- Tuesday 3 September 2019
- Monday 6 January 2020

Governors agreed two additional dates:

- Monday 4 November 2019
- Monday 1 June 2020

Governors noted that there may be a disconnect with the Junior School in future years as they will align their INSETs with the MAT dates. Academies have an additional date.

10 DATES AND TIMES OF FUTURE MEETINGS

The following meetings had been previously agreed and were confirmed:

- Tuesday 26 March 2019
- Monday 8 July 2019

Meeting plan for 2018/19 agreed and posted on Governor Hub.

All Governors

11 ANY OTHER BUSINESS**11.1 HR PROVIDERS**

Details of alternative providers had been circulated prior to the meeting. Governors discussed the options and **agreed** to trial Bucks HR as a new provider. This includes PAM Assist welfare services as discussed at the Resources Committee.

11.2 EXIT SURVEYS

The Chair reported that exit surveys had been completed and a summary report had been posted on GHub. All staff were offered an exit survey, both a written survey and an interview with the Chair and Vice-Chair.

Staff appreciated the opportunity to meet with Governors.

The exit survey findings were consistent with the staff survey and appraisal feedback.

11.3 IPADS

The Head Teacher had concluded her research and had obtained quotes from three providers.

Following further discussions with staff the requirements had been reduced; 2 had submitted revised quotes.

Governors **approved** the selection of Jigsaw 24 which had been recommended by another school, had actively engaged with the school in discussing requirements and visited the school and offered a wider range of support services.

The Resources Committee had suggested conducting a cost comparator between insurance costs and the costs of tablet protectors.

Governors agreed that the meeting had been conducted in an open manner, that all Governors had been able to participate and contribute to discussions and that all members of the Governing Body would have access to these minutes.

The meeting closed at 9.00pm

Signed Date

CHAIRMAN

Governor Questions relating to the Headteacher's Report November 2018

Main Report Sections

Introduction and Summary
<ul style="list-style-type: none"> • Congratulations again on the Ofsted result – very well deserved following the focus on continual improvement across the school.
Thank you. We are very pleased.
School Contextual Data
<ul style="list-style-type: none"> • BIS has a high number of EAL children compared to similar school and LA average, it is not much lower than the National Average, any thoughts on why it is so high in comparison?
Our EAL numbers have been slowly increasing over the last few years along with the diversity of families within Aylesbury. It could be that the reputation of the school is making this the first choice for those families and with our decreasing numbers of children coming from within catchment, there are more spaces for out of catchment children from across the town.
Leadership Management and Finance
<ul style="list-style-type: none"> • Mental Health and Wellbeing – Great to hear that training being completed and activities being delivered. Are enough people trained to ensure this can be sustained long-term?
We are developing opportunities to share training across the school so we can continue to offer this support.
Teaching Performance and Staffing Data
<ul style="list-style-type: none"> • Staff Absence – Is there any benchmarking data regarding this or YOY trends of this for comparison? • There appears to be a higher rate of absence from support staff, is this a problem? Did the hand gel work? Is there anything else that can be done to prevent these absences, any further support that can be offered? • CPD - What is the breakdown of this activity? How many of these have been completed by SLT, Teaching Staff and Support Staff respectively?
<ul style="list-style-type: none"> • We are not aware of any benchmarking for this aspect and do not have year on year comparisons to look back on as yet. This year we have started tracking staff sickness absences on a spreadsheet so we will have this data in future. • The Support Staff absence (which relates to TA and Office Staff) is made up of: <ul style="list-style-type: none"> 5 members of staff having one day of illness 3 members of staff having two days of illness 2 members of staff four days off due to family bereavements 2 members of staff having three days off- one unauthorised absence and one family bereavement 1 member of staff long term absence of 26 days who has since left the school 12 days of leave granted for medical appointments/child illness/family events <p>For sickness, this equates to only 32% of this group of staff. 66% of teachers have had at least one day of absence. The Support Staff numbers seem high but with our large staffing groups it is to be expected and the total number of days is high due to the long term sickness. Without this the total number would only be 22, which is more representative of usual absence. The hand gel is in use across the school but it is hard to know if it is preventing some people from getting unwell and not others. I am beginning individual meetings with staff after their sickness absences in the Spring term.</p> <ul style="list-style-type: none"> • SLT have attended Leadership courses and those relevant to their areas of responsibility such as Disadvantaged children, EAL, EYFS. <p>Class teachers are attending courses linked to Subject Teams and NQT support:</p>



INSET Courses for
Subject Leaders 2018

We have provided regular training for TAs within school on SEN, Behaviour, Feedback & Marking. We have HLTA and Speech and Language training for two TAs next term. Staff meetings take place weekly focussing on key issues relevant to the SLP and Safeguarding aspects. These are for Teachers with TAs invited if it is relevant to their role.



staff meetings
autumn 2018.doc

Personal Development, Behaviour and Welfare

- Physical interventions – are any of these involving children in the care of the LA, if so are these incidents being reported to the LA social worker?

No. These are not LAC children. We would be in contact with Social Care/Virtual School if the children were linked to these organisations.

2017/18 Outcomes for Pupils

- Some very strong results in here, well above LA and national averages – well done.
- Excellent results, above national average in all subjects, huge well done to staff.

Thank you

Any other comments

- A really easy to follow format, very succinct and easy to interpret

Thank you. I have recommended this report format to several schools now who also love it!

Supplementary Information

School Activity Update

- Glad to hear negativity is being addressed with some TA's – disappointing to hear that not all have got on-board with changes, though this was to be expected with the changes needed.
- If SLT involvement has been of benefit to lunchtime activity, to what extent will this continue now roles have been replaced?
- Good to hear about CPD focus on Leadership – is there any Governor support we can offer in this area?

- We are addressing staff concerns through the response to the staff survey.
- SLT are out and about each lunchtime if we are in school. Louise visits each playground and the Snug to support with behaviour. Carolyn visits the EY areas and I spend time in the Dining Hall and visit playgrounds as well.
- I am exploring a website called GovernorSpace that has online training for governors on a range of aspects. Any support a Governor can offer the teaching staff on leadership would be great, thank you.

Teaching Performance

- Instant feedback model is great to ensure that areas of development are picked up quickly. It is also great for confidence of the staff to know what is working well too.
- Teachers have given positive feedback on this.

Personal Development, Behaviour and Welfare Update

- It is good to hear that teachers and TA's are dealing more with challenging behaviours themselves and not calling on the inclusion team as much.
- This has steadily improved as children settle into their new classes and get to know the new routines and expectations of their new teachers.

Outcomes for Pupils Update

Safeguarding and Single Register

Premises and Estates, Health and Safety

- Very comprehensive H&S check.
- Thank you to Neil for this.

Any other comments

- It was found that the report and supplementary information is really informative and comprehensive, so much so that it didn't raise many questions from a few governors. For those that used the old one the comparison is huge and this is so much easier. Well done Julie for this.
- Thank you.

Suggested Additional Questions that could be asked about the Headteacher Report

Why is the pupil to teacher ratio higher in BIS than other similar schools?

We have 80+ children in the nursery with one allocated teacher which may make the ratios higher across the rest of the school.

Why might BIS have less Ever 6 children compared to similar schools?

Ever 6 is the funding that is allocated to a child after they are no longer an active Pupil Premium child. Children usually become PP during F2 or Y1 and then, if they become no longer eligible there is only a year or so left of them being in our school. Numbers do not have the opportunity to increase due to the short time they are with us.

Why might BIS have rising EAL numbers, already higher than similar schools?

Our EAL numbers have been slowly increasing over the last few years along with the diversity of families within Aylesbury. It could be that the reputation of the school is making this the first choice for those families and with our decreasing numbers of children coming from within catchment, there are more spaces for out of catchment children from across the town.

What is the school doing to address the rising number of EAL children in the school?

EAL is one of our main SLP objectives this year and an action plan to develop provision and resources across the school is now in place. We are providing training for all staff on supporting EAL children and developing links with parents to help the children in school.

Do we know how many children were from in/out of catchment in previous years?

We have not calculated this before but have usually been around 30-40% from within catchment. We will track this moving forward when the Foundation 2 applications list comes down in the Spring.

Have all mid-year reviews been completed now it is December?

Most have been completed. Carolyn is meeting EYFS Support Staff Tuesday 11th.

Why is our income and spending per child less than similar schools?

We think that it depends what type of schools we are being compared to as the AWPU (age weighted pupil unit) funding (money in per child) allocated to schools is different for EY, KS1 and KS2 children, rising in amount as the child grows older. Therefore, we have less money coming in for a greater number of children in comparison to the Junior school, a school of similar size but older children, for example. Also, grants are allocated to the schools based on deprivation, pupil premium numbers and SEN of which we have lower figures than most schools. Our income is from Sunflower Group, the ITT we run and clubs. We are performing better in this area than other schools which supports us in being able to afford more TAs to work across the school. Our total expenditure per pupil is currently £15 more than our income. Similar schools' is £9, the LA total is £26 more than the income and National is £2. Our Private School Funds enables us to meet this expenditure with the money we receive from things such as; selling uniform, contributions from performance collections and commission from photographers.

TA and Teacher FTE (fulltime equivalents) are both higher than similar, LA and National figures. Is this sustainable?

Presently this is sustainable with budget projections for the next three years. We consider this each year when planning staffing and can make adjustments to other spending areas to accommodate staffing if this is seen as the priority. We are currently looking to increase TA

support due to growing SEN needs although this could be temporary as once the Year 2 cohort moves to Junior school our SEN numbers will reduce significantly.

How is school addressing the gap in attainment between boys and girls in different subjects?

All staff are aware of the gender differences as it has been shared in appraisal meetings and is a focus of the data target for all teachers. Year Groups are analysing data regularly, now the SIMS system is in place, and can respond to any continuing trends accordingly by adapting planning and providing resources or activities to motivate the identified gender needs.

How is the restructure of TA deployment working?

We have discussed this with TAs in their midyear appraisals and it has mixed feedback. Most TAs can see that it has been introduced for the benefits of the children although some still struggle with the lack of 'Class TA' role. If they are supporting a child with SEN they feel torn between this and helping the rest of the class. We have reiterated that the SE child is the priority and if they do not need help then they should support where needed and the rest of the time the class is the teacher's responsibility. This is a change for all TAs and our established teachers and they are the ones who are finding this more challenging. We are continually reviewing provision and making alterations to TAs roles to ensure all children who need support to achieve can access this.

How are CPD activities impacting on the school?

The Leadership course I am attending has supported all of the SLT and is being used to inform training for all of the teachers on aspects of leadership.

Mr Aziz is developing both his own skills and knowledge on his six session course and using this to support developments within his year group and then this will be shared across the school.

PEP:mk training is being accessed by a wide range of staff to support their personal CPD and is being shared within teams and whole school as relevant.

Each CPD event is evaluated by the attendee so we can track what follow up actions are planned and take place to enable us to review effectiveness of these provisions.

How is the school planning on achieving the aspirational targets for data this year to ensure outcomes remain in the outstanding arena?

The move to SIMS to track progress and attainment is making this process far more effective and both SLT and YGL are using this to monitor where the children are in their learning to ensure planning of groupings and lessons continually meets the needs of each cohort. Reviewing TA support in classes is also a result of monitoring of attainment and potential in each Year Group. The additional teacher in Year 2 to support with planning for smaller groups of higher or lower achieving children will develop through the Spring term to maximise the impact of this provision. Continual monitoring by SLT and YGL on all aspects of teaching and attainment will ensure we are addressing areas of need as soon as they arise.