

# Governing Board

## Agenda & Minutes



Date 11 <sup>th</sup> July 2024	Time 18:00	Location WHJS
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### Let *Your* Light Shine

Matthew 5

**We believe in a child focused approach which aims to challenge, support and engage all pupils and their families from our community**

**We offer exciting learning opportunities to unleash the creative minds of our school community**

**We aspire to create the minds of the future through innovation, passion and enthusiasm**

<p>Member Present</p> <p>Fiona Ashworth Karen Callow Lynsey Cooper Gemma Duff Paul Davies Jo Jones Chris McGowan (Chair) Danny Millington Jonathan Walters</p> <p>In Attendance: Kathryn Knapp</p>	<p>Apologies</p> <p>Jonathan Strefford Nicola Weeks</p> <p>Quorate: yes</p> <p>Clerk absent, notes taken by KC</p>
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TOPIC	NOTES
1. Welcome & Apologies	All welcomed. Apologies accepted from NW. Apologies from clerk, KC agreed to take notes.
2. Pecuniary interests	<ul style="list-style-type: none"> <li>No pecuniary interests</li> </ul>

<p>3. Minutes from previous meeting</p>	<ul style="list-style-type: none"> <li>Minutes from the meetings on 16<sup>th</sup> May 2024 and 13<sup>th</sup> June 2024 were approved.</li> </ul>
<p>4. Chairman's comments</p> <ul style="list-style-type: none"> <li>Appointment of new staff Governor</li> </ul>	<ul style="list-style-type: none"> <li>Congratulations on end of year SATS results.</li> <li>Thank you to all staff, SLT and Governors teaching and learning.</li> <li>Jo Jones agreed to be staff governor.</li> <li>Jo gave background to school, 7 years in post between both schools, PE, 6 Strands and Storm Break lead.</li> <li>John stepping down as governor and vice chair of governors.</li> <li>Personal thank you from Chris as Chair to John for his support.</li> <li>Gemma proposed and agreed as vice chair of governors.</li> <li>Chris attended a Chair of Governors Seminar <ul style="list-style-type: none"> <li>: step change in behaviour and attendance since Covid now coming back into line, what a challenge this has been.</li> <li>: Culture change 44% increase in home educating.</li> <li>: SEND issues and lack of funding are issues across the county. Taking staff out when budgets aren't there, replicated around the county.</li> </ul> </li> <li>John: SEND formula questioned with LA.</li> <li>HT Hampshire bank account has schools holding onto surpluses.</li> <li>KC Question % home educated SEND</li> </ul>

	<ul style="list-style-type: none"> <li>• Discussion safeguarding concerns around home education.</li> </ul>
<p>5. Headteachers report (verbal)</p> <ul style="list-style-type: none"> <li>• The Federation Data Drop and end of Key Stage outcomes</li> <li>• Report against key improvement priorities of the Federation – the updated FIP</li> <li>• The New Federation Improvement Plan</li> <li>• PAN Update</li> </ul>	<p><b>Verbal HT report PD</b></p> <ul style="list-style-type: none"> <li>• Pan update: application made but no decision as yet. Being chased. High level of interest in year 3 and 4 places. Currently look at 30 per class yr 3 and 4.</li> <li>• Data :</li> <li>• End of key stage 2 results – Hampshire averages looking in line with National at present.</li> <li>• Hampshire behind in SPAG nationally.</li> <li>• GPS Hampshire behind National.</li> <li>• Comparison of cohorts year on year.</li> <li>• Combined up 16%</li> <li>• All areas up but last year was not high needs cohort.</li> <li>• Compare with and without SEN last year can do done this year.</li> <li>• Discussion : looking at gaps and distance children need to cover to reach EXS</li> <li>• Perspective software will give progress scores over time (when this comes out)</li> <li>• Multiplication check has no pass mark but there is progress over 3 years e.g. 2022 able cohort compared to 2024. The number of children 47% to 56%.</li> <li>• JT: lots more times tables rock stars as daily practise.</li> <li>• Regular weekly testing to beat their own scores.</li> </ul>

	<ul style="list-style-type: none"> <li>• Good routines to practise daily.</li> <li>• Question Gemma re induction of new teachers.</li> <li>• Everything in place to induct.</li> <li>• PD The phonics scores have increased 80%</li> <li>• The vast majority of year 2's have now passed unless extenuating reasons with SEND/EAL</li> <li>• Gemma: Has low phonics score impacted on low writing results.</li> <li>• KK Current year 2 impacted by Covid and swap over to New Scheme</li> <li>• Yr R teacher has completed phonics screen lowest score 16, so much better placed.</li> <li>• Year R to Year 1 high needs cohort.</li> <li>• Discussion: Elements year 2 weak on spelling weak, poor transcription, poorer fine motor and vocabulary choices . The missing of pre school links to poor fine motor movement.</li> <li>• 71% met GLD year R ( await National data) real achievement given levels of need in that cohort.</li> <li>• PD Year 4 reading up 10%</li> <li>• Real improvements in GDS reading.</li> <li>• Considerable maths improvement.</li> <li>• Gemma: Why is reading is well ahead of writing year 2 and why ?</li> <li>• Expected standard - year 2 : transcription issues</li> <li>• Reading can impact on composition over time.</li> </ul>
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	<ul style="list-style-type: none"> <li>• GDS : Needs to be the focus from this data.</li> <li>• HT The English lead is very aware and being clear around task design and demonstrating greater depth skills. Knowing what the standard looks like and teaching to this standard.</li> <li>• 6 children in year 2 going into year 3 showing potential for greater depth.</li> <li>• Year 5's 20% difference at greater depth between reading and writing.</li> <li>• PD Week one pupils progress meetings so everything is in place.</li> <li>• Reduced resources next year for SEND support and booster class teacher. Bigger impact with less resources to do it.</li> <li>• Miles stones 3 times a year.</li> </ul> <p><b>SEND Progress</b></p> <ul style="list-style-type: none"> <li>• Abor used- target level- Process described in data but not progress outcomes.</li> </ul> <p><b>Action Point SEND progress data monitored over time and unpacked.</b></p> <ul style="list-style-type: none"> <li>• PD: Boys and girls data gap closing.</li> <li>• Slowly shift in difference boys and girls.</li> <li>• KK EAL catch-up 7 to 10 years.</li> </ul> <p><b>Federation Improvement Plan.</b></p> <ul style="list-style-type: none"> <li>• Outdoor learning and environment an area of strength.</li> <li>• Training and support given and now ready to implement.</li> </ul>
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	<ul style="list-style-type: none"> <li>• KC complimented quality and success of plan.</li> </ul> <p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>• Mental Health Survey review</li> <li>• Staff rated low the ability to solve problems in the workplace.</li> <li>• Staff confident to talk to children about mental health.</li> <li>• 90% confident in talking to HT/DH about mental health and getting supporting.</li> <li>• JJ Children questionnaire on storm break – data to follow – qualitatively there is more of an open dialogue to words like resilience, focus etc. The daily practise of this is benefitting all children and staff.</li> <li>• Very positive conversations in playground around transfer of skills from storm break. Minimum 3 times a week.</li> <li>• Embedding Stormbreak next year.</li> <li>• The children ask for Stormbreak!</li> <li>• John- Life learning and Stormbreak link- language use and understanding?</li> <li>• Jo describes freedom to adapt storm break, how it can be followed and how the language has meaning to children.</li> <li>• PD Discussion links to collective worship.</li> <li>• KC How this works for SEND needs.</li> </ul> <p><b>PD Next Federation Improvement plan.</b></p> <ul style="list-style-type: none"> <li>• The days focus was detailed and gave a good plan.</li> </ul>
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	<p><b>Action: Governors to focus on: Success criteria and what it looks like at school.</b></p> <ul style="list-style-type: none"> <li>• PD Prudence in spacing work out and not cognitive overload.</li> <li>• Staff will focus on shifting data greater depth.</li> <li>• Key stage one the curious Quest (drawing club).</li> <li>• Outdoor learning into action with TA support for afternoon sessions.</li> <li>• Teaching trio's around developing writing.</li> <li>• May link lower, upper school and key stage 1.</li> <li>• Inset 4<sup>th</sup> November RE</li> <li>• Gemma question about plan for RE</li> <li>• Put humanism in as non-religious belief</li> <li>• Scheme given to teachers with other religions too.</li> <li>• Training and timetabling of RE 4<sup>th</sup> November</li> <li>• Assessment in RE – PD has met with other HT's.</li> <li>• 113 schools Ofsted key development point assessments in wider subjects not as strong and English and maths- need improvement there.</li> <li>• Key stage 1 an hour a week requirement for RE.</li> <li>• Writing focus terms, one then switches to maths for teaching trios work.</li> <li>• Improving the diversity of the curriculum in the background.</li> <li>• Researching continuous provision from year R and taking into year 1?</li> </ul>
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	<ul style="list-style-type: none"> <li>• QU John- Complimented plan with prioritisation, Writing has a specific measure but reading does not yet have a measure? What is the measure?</li> <li>• What will the measure be for RE – ( Church Inspection)</li> <li>• Qu Gemma – map out governing monitoring plan. Governor attend greater depth writing training.</li> <li>• Action gemma to meet with KK re mapping out of monitoring plan.</li> <li>• Email from PD re governor greater depth writing training.</li> </ul>
<p>6. Committee Update</p> <p>a. Resourcing and Compliance</p> <ul style="list-style-type: none"> <li>• Policies to review: <ul style="list-style-type: none"> <li>- Dignity at work policy (DM)</li> </ul> </li> </ul> <p>b. Teaching &amp; Learning</p> <p>c. Safe-guarding – Approve the Safeguarding Audit.</p>	<p><b>Resourcing and Compliance</b></p> <ul style="list-style-type: none"> <li>• Dignity at work policy approved</li> </ul> <p><b>Teaching and Learning.</b></p> <ul style="list-style-type: none"> <li>• Gemma Maths monitoring completed.</li> <li>• Maths observed across the federation.</li> <li>• Positives seen, working walls stronger and more consistent, fidelity to maths schemes and S plans.</li> <li>• Findings from Maths manager to be shared.</li> </ul> <p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>• Nicola reviewed the audit for 23-24</li> <li>• Page 6 Governance – change name from Steve to Nicola</li> <li>• DSL’s Steve met so this point can be approved.</li> <li>• PD Termly monitoring reports sent to Nicola.</li> <li>• There is a procedure for allegations against staff .4 f</li> </ul>

	<ul style="list-style-type: none"> <li>• No staff dismissed</li> <li>• Monitoring by more than one governor across the year</li> <li>• Qu John What are we signing off.</li> <li>• Nicola not present to clarify audit and her questions.</li> <li>• The document needs to be tidied .</li> <li>• <b>Action: Sign off next FGB meeting .</b></li> <li>• <b>To be circulated to everyone.</b></li> </ul>
<p>7. Approval of 23/24 Sports Premium</p>	<ul style="list-style-type: none"> <li>• JJ We have year <sup>3</sup>/<sub>4</sub> swimming lessons so not easy to monitor but more than required by Nat C.</li> <li>• Discussion the importance of swimming lessons.</li> <li>• Qu: Gemma what after school clubs are there?</li> <li>• JJ Football, lacrosse, tag rugby , netball.</li> <li>• Key stage 1: ball skills, football, multi skills.</li> <li>• Previously run on parents volunteering to support .</li> <li>• Qu Gemma reach out to volunteers again.</li> <li>• KK agrees- reach out for more volunteers.</li> <li>• John- Qualifications?</li> <li>• DBS, coaching qualifications.</li> <li>• JJ Be good to offer more consistent clubs and have teams ready to play.</li> <li>• Question: Gemma -swimming gala? Competition?</li> <li>• JJ Northcroft LC have an annual schools gala if we have parents who will support.</li> </ul>

	<ul style="list-style-type: none"> <li>• Girls would like a football team.</li> <li>• <b>Action: KK to reach out to community.</b></li> </ul> <p><b>Approval of Sports premium agreed.</b></p> <ul style="list-style-type: none"> <li>• <b>Danny offered to do after school club football, girls and boys – mixed club .</b></li> <li>• <b>Chris offered to help Danny with football club.</b></li> </ul>
8. Whole Governing board training 24-25	<ul style="list-style-type: none"> <li>• <b>Action talk about at annual review and book.</b></li> </ul>
9. AOB	<p><b>Woolfest- lots of Early Years attendance , merging of PTA's helped,</b></p> <ul style="list-style-type: none"> <li>• Survey to make changes and improvements for next year e.g. not charging for inflatables after paying entrance fee.</li> <li>• School liked pay it forward tickets who came and wouldn't have done otherwise.</li> </ul> <p><b>Do we have Cyber security plan?</b></p> <ul style="list-style-type: none"> <li>• PD -HARAP will have specific answers and can provide.</li> </ul>
10. Next meeting(s)	<ul style="list-style-type: none"> <li>• Friday 19<sup>th</sup> July , before the Oscar's, Governors review.</li> <li>• 4.00 pm start at WHJS</li> <li>• <b>Meeting Calendar for 24/25 for full governing body meetings and sub committee</b></li> <li>• <b>Action : Chris inform Clerk to Governors .</b></li> <li>• <b>T and L meeting 4pm until 5pm Juniors 17<sup>th</sup> July</b></li> </ul>

	<ul style="list-style-type: none"><li>• <b>Next: Wednesday play at 2.00 pm or 5.00 pm</b></li><li>• <b>KK Request:</b></li><li>• <b>Pupil Premium strategy to be approved at next September FGB meeting.</b></li></ul> <p><b>John – Compliments strong governing body. Leaving owing to workload commitments. Happy to have handover information to incoming governors.</b></p> <p>Meeting Closed at 20:00 hrs</p>
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