

		Fakenham Junior & Fakenham Infant & Nursery School Joint Governing Body Meeting minutes Tuesday 22 nd March 2022 at 5pm	
Present	Sarah Gallichan (SG)	Claire Howard (CH)	Katy Osborne (KO)
	Adam Mason (AM)	Peter Howard (PH)	Emma Cobb (EC)
	Rob Martlew (RM) CEO Synergy	Sophie Birkenhead (SB)	Martin Taylor (MT)
	Laura Marshall-Smith (LMS)	Ian Randall (IR)	
Clerk	Debbie Watts (DW)		

Minutes

Key: Green text = challenge; Blue text = response to challenge; Red text = decision

Item No.	Action	By Whom	By When
3.7	Procurement of funds to purchase library books	SG	Sep 22
3.10	Completion of skills audit	ALL	19.04.22

Item No.	
3.1	Welcome: CH welcomed everybody to the first face to face meeting for two years. She thanked Rob Martlew CEO Synergy Multi Academy Trust for joining the meeting.
3.2	Consideration of apologies: Yvonne Langley
3.3	Declaration of business interests relevant to the agenda: None.
3.4	Agree minutes of previous meeting: These were agreed and signed.
3.5	Matters arising/action points: There is just one governor that still has to complete their safeguarding training. A meeting has been booked for Tuesday 19 th July to discuss Ofsted.
3.6	Correspondence: None received.
3.7	Head Teacher's reports-FINS followed by FJS, priority points to include: <ul style="list-style-type: none"> Progress of disadvantaged pupils and predicted outcomes Strategies to maximise outcomes in national tests <p>FINS</p> <p>SG provided a detailed report to governors who then submitted questions.</p> <p>PH asked will the school be adjusting the end of year targets as the maths and writing are already almost in line? Why a slight drop in reading? SG replied that the last national results are from 2018/2019, these are a long time ago but the best benchmark we must compare to. We're conducting lesson observations and are</p>

Minutes agreed

Signed

C Howard

Date

17/5/22

seeing that our writing is doing very well. We're not grading individual lessons as it's a developmental process. We have discussions with teachers and provide feedback. It's all about improving teaching and we most certainly don't put a cap on that.

CH As the data suggests that you are almost in line with the end of year targets, can you share with us what you are putting in place to boost the greater depth children and to maximise the outcomes of the SEND/pupil premium children? With the Read Write Inc programme we're just about already there in reading. Our staff are at moderation for writing today with Educator Solutions (Norfolk County Council), once they report back we will be able to more easily plan for any gaps we may have. We've been informed that due to the pandemic, expected is "enough" by the moderating team. We will of course check that this is the case. We still find writing a real challenge due to lack of stamina in the children. SG assured governors that staff will still their best to push the children to achieve their best. We hold pupil progress meetings to identify gaps and will act on these accordingly. After Easter we will be implementing school led tutoring around reading. Some of our SEN children have complex needs and are making very small steps and will not reach the expected levels. However, they are improving from their individual starting points. RM asked who will be undertaking the school led tutoring. SG informed him that she will be doing it along with Jo Barker (deputy). They propose to do it for 15 minutes before the start of school, four sessions per week. We feel that our children are very young and will cope better with adults they are familiar with. CH was concerned that this will be adding to an already full workload for SG and JB. SG felt it was possible as they will be doing two mornings each per week. AM agreed it was hard to find quality and consistency if out sourcing school led tutoring.

MT asked what is the cause of the % drop in scores for self-regulation and can it easily be rectified? SG said this has been identified because of pupil progress meetings. We have an NQT and a newly qualified long-term supply teacher who is inexperienced with EYFS baseline data. The children now have an embedded routine and more structure during the day. We may involve parents in individual cases and possibly behaviour plans where necessary.

MT also asked is the EHAP that is being started a precursor to an EHCP for that individual child? Is it a step that must be taken before an EHCP can be started? SG informed him that an EHAP (Early Help Assessment Plan) is the new term for an FSP. It's a co-ordinated approach towards working with the family, we hope it could help with behaviour issues. LMS asked how quick the process is? SG replied that we spoke to mum last week, she agreed to the process and have since had two meetings and the paperwork has been completed today. We undertake the process as quickly as possible to push forward with the help that the child needs. AM feels that yet again it's up to the schools to deal with these matters as there isn't the support out there to help. SG is aware that ultimately it may well come back to the school to deal with.

KO commented that the Ofsted parent view regarding if your child is SEND seems to be that a few parents do not feel their children are getting the support they need. Has this been flagged direct to the school or only anonymously on the form? SG said there were 58 responses and we have 35 SEN children on roll, of those only 6 responded. The replies were anonymous so cannot be dealt with directly. Due to

the pandemic the questionnaire was issued on Microsoft Forms, so we didn't have as much uptake this time as we would normally on the paper copies. It we're aware of any individual issues we will of course deal directly with these on a case by case basis.

IR mentioned YR2 seems to have a higher number of children in the SEND and disadvantaged etc categories than YR1 but seems to be achieving more. Are there children who fall into more than one category e.g. Send and disadvantaged, so that the overall number is smaller?

Year 1 have 12 SEND and 5 disadvantaged (3 of the 5 disadvantaged are also SEN)
Year 2 have 13 SEND and 16 disadvantaged (5 of the 16 disadvantaged are also SEN).
It does make a significant difference, AM acknowledged that there are probably more disadvantaged children in Year 1 that have not yet been identified. As all Infant aged children received free school meals, the incentive to apply is not there. It's not until they transfer to the Junior School that they feel the need to apply. Funding is missed out on and the children become doubly disadvantaged as they haven't been receiving the support they were entitled to. The two heads are in discussion to see if they can share some of the pupil premium grant the Junior School receives to help the Infant School children. If they are better prepared for Year 3 it will be advantageous to all involved. Early intervention is key and we will continue to try and encourage parents to apply if they feel they may be eligible. LMS suggested the offer of a pack of books for all successful applications may be an incentive to parents. CH pointed out that the library also needs books, so we don't want to divert funds away from here. SB wondered if local business may be willing to help fund new books. This is something SG will investigate.

CH said you have 5 pupil premium children and in Autumn Y1 20% of the 5 were working at expected, 0% in writing and that you predict that only 1 (2 in maths) of them will achieve expected by the end of the year? SG informed her that these figures were correct. There are very specific SEN needs, but that we would love to get two children over the hurdle.

PH mentioned that there seems to be a focus on reading but not writing, why is that? SG replied that there is a new reading framework in place, if the children don't have reading skills they can't then write. We are absolutely working on writing too, but feel we must prioritise reading now. We need to get as many as possible up to speed in reading and the writing will then follow.

FJS

AM informed governors that they had a VNET deep dive day a few weeks ago. They focused on science and history, which are heavy subjects that are likely to be targeted if an Ofsted inspection was to occur. It was a really useful day and provided an opportunity for professional development. Science is in a good place, with a small amount of inconsistency. History showed up that the progress map needs more refining to make it more useable. Overall VNET agreed with the school's judgements. RM asked if medium and short-term plans were looked at as well? AM confirmed that they were. The greatest strengths to be identified were the children's learning behaviours, willingness, enthusiasm and the support they received. A big range of children's work was chosen for a book look, they were proud and eager to show their work and were a credit to the school. The next steps were agreed and we were judged to be an Ofsted judgement of "Good".

	<p>AM shared with governors that The Trust would be facing an employment tribunal following on from issues regarding FJS staffing restructure last year. We very much hope it will go in our favour and RM agreed it was looking positive. The Trust has been very supportive in this process.</p> <p>FJS has been able to start up enrichment projects following the releasing of Covid restrictions. We have taken part in a sports competition, held a percussion workshop and held library visits.</p> <p>Last half term Covid hit FJS hard, but things have quietened down a lot now.</p> <p>A discussion was held regarding the Year 6 disadvantaged cohort. SB had attended moderation and it was felt that all schools are in the same boat. Stamina is slowly returning, teachers need to be in the classroom, talking to the children, planning creatively. We need to expose the children to lots of different texts and will push them to achieve the skills they need for High School.</p> <p>CH asked does the feedback from the writing moderation mean that you are looking at the Year 5s too for more intervention? AM informed her that they're only doing NFER tests in November/December and the Summer term. They don't feel there's enough movement to justify doing them in the Spring term too and of course the cost of them is a consideration too. 30 Year 5 children will start the national tutoring programme after Easter, we feel it has been a positive experience so far.</p> <p>MT asked are the Operation Encompass notifications a particular family or individual families and is it an increasing trend due to the current situation? AM said it's basically the same families, they are the most vulnerable families that the school is left to deal with as outside agencies are at capacity. The CPOMS recording system has made a big difference, as all DSL's see the same information.</p> <p>MT wondered what are the repercussions of rising energy costs for the education of the children in the schools? Will it affect staffing in the future? RM was able to comment that this will inevitably affect education and staffing levels across The Trust. A 60% uplift across The Trust needs to be factored in, due to this we're in talk with other trusts to see if we can negotiate a group deal. It's a huge amount of money that could be better spent elsewhere. AM agreed that the school was trying to save money where they could, but as staffing is the most significant cost it will be the area that can make the most impact.</p>
3.8	<p><u>Safeguarding:</u> This has been covered in the Head Teacher reports. The Local Authority audits have been completed.</p>
3.9	<p><u>Monitoring updates (Curriculum – reading, humanities and RE):</u> CH informed governors that some monitoring had taken place virtually due to Covid restrictions. Reports have been placed on GovernorHub for all to read. PH suggested key questions could be shared for areas to be investigated further next time. He felt that the way some subject leaders presented their reports showed a lack of experience in report writing. It was felt that staff would rather talk about their subjects in face to face meetings rather than write a report. SG commented that there had been a shift in what's expected of subject leaders and that they were still embedding that. LMS suggested that prompts were given to the subject leads so they know what area the governors are wanting information on. We need to be a critical friend and not confrontational. IR was impressed with RWI but appalled at the cost of it. He acknowledged that FINS library was still a work in progress and wondered in any funds were available from The Trust to help. SG informed him that</p>

	<p>our HELPS PTA had raised over £1000 already to go towards new books. AM confirmed that they had allocated a sum of money from their budget to buy new books too.</p> <p>KO had monitored RE and found it a challenge as she hadn't done this before. The lead at FINS was new to the role and had not been in communication with FJS. They both have different curriculums, but on talking to the children they were enthusiastic and knowledgeable about the subject.</p> <p>CH had undertaken a website compliance audit. Policies were listed as required, the two schools will look at sharing policies and remove any that aren't required. The domestic abuse and social media policies have now been approved.</p> <p>LMS conducted the SEND monitoring and found that there are areas to come back to. The structure of the reports from both schools was very different. She felt it would be beneficial to meet with both leads together to discuss what support and services are available/used. She acknowledged the caseload is increasing after two years of no assessments etc.</p> <p>MT will meet with SG on Friday to conduct the Health and Safety monitoring.</p>
3.10	<p>Discussion regarding our vision of our LGB: CH acknowledged that we are in a unique position having just merged two governing bodies. We seem to be settling into a new way of working and need to decide what sort of governing body we want to be. AM felt a positive point was the amount of challenging questions that were asked by governors. Being provided with questions prior to the meeting means the Head Teacher's have time to provide accurate and relevant responses. Another strength is that governors are considerate of staff well-being. SB suggested a governor be assigned the role of well-being. SG felt she would like to see governors in school more, so that they're involved in our school community and not just monitoring. If they are more familiar to staff and pupils, they will be able to get a feel for what's happening etc. Hopefully with the release of Covid restrictions, both schools will be able to get back to normal, holding events such as family cafes, to which governors would be welcome to attend. LMS suggested a staff/governor lunch meeting as this would be more informal.</p> <p>PH suggested all governors provide a summary of what their skills are, so that everybody knows a bit more about each other. LMS suggested when the rogue's gallery is complete, this information could be added to their photo.</p> <p>CH asked all governors to complete a skills audit. On receipt of this she could adjust the monitoring activities accordingly.</p> <p>IR pointed out that the current governing body wasn't very diverse. All white, middle class and mostly from an education background. This may be partly due to the community we live in, but it would be good to try and encourage a broader membership.</p> <p>Governors went on to discuss their own experience of being a governor and how they want monitoring activities to be approached moving forwards.</p>
3.11	<p>Ballot for new members: A vote was held for one new co-opted governor and one associate member.</p>
3.12	<p>GDPR and SARS: The FJS have no new reports, FINS have one GDPR breach.</p>
3.13	<p>Items to disseminate to Trust board and items from Trust Board: RM briefly updated the governors with the way governors are going. He spoke about using Herts For Learning as a training platform. The Trust HR provider will be changing in</p>

	September which will save money and provide a better service. MT asked if The Trust would be looking to expand further. RM informed him that they wouldn't. We want to stay local and most of the schools nearby that aren't currently part of a Trust are church schools, so would go to DNEAT. The only exception would be to welcome the other schools in Cromer or Sheringham so we are all in the same Trust.
3.14	A.O.B: We're just waiting for a couple more photos to complete the rogue's gallery.
	<u>Date of next meetings:</u> 17th May 2022 28th June 2022
	CH thanked everybody for attending, apologised for the length of the meeting and closed the meeting.

Minutes agreed

C Howard

Signed

17/5/22 .

Date