

		Fakenham Junior & Fakenham Infant & Nursery School Joint Governing Body Meeting minutes Tuesday 9 th November 2021 at 5pm	
Present	Sarah Gallichan (SG)	Claire Howard (CH)	Katy Osborne (KO)
	Adam Mason (AM)	Peter Howard (PH)	Emma Cobb (EC)
	Yvonne Langley (YL)	Dawn Zielinski (DZ)	Martin Taylor (MT)
	Laura Marshall-Smith (LMS)	Ian Randall (IR)	Jo Jones (JJ)
Clerk	Debbie Watts (DW)		

Minutes

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

Item No.	Action	By Whom	By When
1.11	LMS to contact SENDCO in both schools for an update	LMS	Dec 2021

Item No.	
1.1	Welcome: CH welcomed everybody to the meeting and apologised that it had to be online again. She welcomed our new staff governor Emma Cobb to her first meeting. AM informed governors that he is currently in self isolation due to developing a cough, there have been 20 confirmed cases at FJS over the last three weeks. He is hopeful that the spread is now slowing down and reported that most cases can be linked to one child. KO thanked him for the steps he had put in to try and stop the spread. SG reported that FINS had minimal numbers, linked to older siblings, currently only two positive cases.
1.2	Consideration of apologies: None, all present.
1.3	Declaration of business interests relevant to the agenda: None. DW has distributed the documentation for governors to sign and return.
1.4	Matters arising / Action points: None.
1.5	Correspondence: None received.
1.6	Head Teacher's reports: Reports were posted on Governorhub before the meeting. SG reported back for FINS. MT asked, intervention programmes are key to raising standards in both schools So how are the programmes monitored and how flexible are they if the needs of an individual pupil change?

	<p>FINS priority is reading, we run a phonics intervention programme. We currently use Read Write Inc (RWI) with the help of “Fred Frog” who helps the children with sounds. We have tadpole groups, which is a mixture of different children that may struggle to keep up with the rest of the class. We use phonics trackers and hold regular pupil progress meetings. The mix of children attending these groups is always changing depending on the current need. Reception children have already started, even though they’ve only been in school for about six weeks. Speech and language therapy is provided by one of our HLTA’s who is very experienced and has had extensive training. She works with small groups that are driven by the S&L service’s recommendations. This is proving to be very effective and has very clear targets. We’ve signed up to the Nuffield Early Language Intervention Programme. This is a fully funded scheme aimed at Reception aged children. It’s a 20 week programme that aims to close the language gaps by the end of the course. We hope this will mean by the time the children move up to KS1 they will be ready for the next challenges. We also have class-based interventions and a provision map which is regularly updated and RAG rated. This is all discussed in pupil progress meetings.</p> <p>LMS asked how we ensure the quality of the projects, what works and what doesn’t? SG replied that the SENCO and literacy lead review the progress regularly. If the scheme isn’t working the children won’t be making progress.</p> <p>PH asked about moving children on to reading at a greater depth? SG informed governors that all children are accessing the RWI scheme. Some are now ready to move off to reading for comprehension. This is assessed half termly, we’re looking to stream the children, which we haven’t been able to for a couple of years due to Covid restrictions.</p> <p>MT asked in your SEF you state that there is high quality pastoral support, but in your HT’s report you state because of the reduction in DHT’s hours and reduced pastoral support more work is falling on you. Will the reduction in hours impinge on the quality of service you can offer to pupils and families? SG assured him that the quality won’t suffer. The pastoral support we offer is fantastic and the relationships Mel Walker (our Pastoral Support Worker) has with families is great. Another member of staff is going to train as a DSL, which SG believes will offer her more support. We’ve only lost 5 hours of pastoral support, so SG feels we can still offer a good level of service to our families.</p> <p>CH asked what evidence of curriculum monitoring there is? SG informed her they check what they see in the children’s books matches the medium-term planning. There needs to be a mix of genre, opportunities to write across the curriculum and improving quality in books. We need to see that the amount of work has built up over a period of time, culminating in an end piece. She admits stamina for writing is a real challenge, since the first lockdown parents have supported their children at home, so they lack independent working skills, letter formation has deteriorated and bad habits have crept in.</p> <p>CH asked is there any curriculum enhancement planned for Y1 for this half term? Last week we had a representative from the RSPCA in to talk to Year 1, they’re returning soon to talk to Year 2. Year 1 are looking at how wildlife friendly our school is, whereas Year 2 will look at habitats. Reception classes had a lady come in to do some Diwali dancing. Year 2 have visited Norwich Castle and Cathedral (looking at Dippy the Dinosaur). We are having a flautist and pianist coming in to</p>
--	---

	<p>play live music to KS1. Year 2 are visiting the war memorial in town. A vicar will be coming into school to conduct a Christingle service. It's vital that our children experience different people and situations to broaden their knowledge. CH praised the school for making the most of what Covid restrictions will allow. SG agreed that we're not stopping individual visitors from coming in, but we have put a hold on mass gatherings.</p> <p>PH questioned, looking at the current EYFS data, pupils are already identified as weaker in English. What steps are in place to support this for the year ahead? In KS 1, English predictions were also weaker (especially GD). What steps are in place to support or even improve this prediction?</p> <p>SG responded that the baseline data reports produced before half term weren't very helpful. They gave very minimal information for each child. English is always low at this point, comprehension is at the lowest point, gaps have been identified. The children have not yet been taught some of the sounds and are not confidently blending, but the progress is good. Letter formation is improving, although some children have poor fine motor skills. We're reviewing the structure of reading in relation to the new framework. Are the children reading enough? We need to tighten up what we're doing and may be able to stream the children after Christmas. The new EYFS framework places a big emphasis on curriculum structure, requiring all children to make a good level of progress. We've tried to look at the children that aren't where we want them to be and are targeting them during free time in the day. Reading spines are now in place and we've added a poetry spine, along with updated training for staff around reading. In KS1 we haven't had any data since 2018/2019, in general reading is lower than the national average, whereas writing is inline. Performance management is used to promote more opportunities to write, looking at what skills need to be taught. The Trust have produced a writing grid for Year 2 teachers to track which we may use to track three random children. We hope to get to a greater depth using topic-based learning with opportunities to write about all sorts of fun things.</p> <p>PH asked as English is an area to develop in both schools, what cross school work is being done by the literacy leads to ensure future standards can be strengthened?</p> <p>SG informed governors that the two schools have a joint SLT meeting. Both the literacy leads work as part of a team with other Trust staff. It's believed there's good strength across the Trust, working closely together and we will look at how we can develop this further. The Trust now also have an English lead two days per week.</p> <p>PH commented it is obvious that your work load is getting heavier. Is there support for you from the Trust etc? We need you happy & healthy!! SG confirmed that Richard Lord was incredibly supportive and AM at the Junior School was always on hand to chat over any issues. She acknowledged the workload is difficult at times, it helps her to know she has the support available if she needs it. PH stressed that the upper pay scale teachers should be taking on their fair share of duties. SG agreed that she has been looking at how she can distribute work, but a lot of the work must be done by SLT.</p> <p>IR asked if the school had received its copies of "I am a Tiger". SG said not yet, he will chase this up.</p>
--	---

	<p>KO also commented, Sarah you know where I stand re staff well-being, and it concerns me that you state more is falling to you re pastoral etc. Without you having a strong state of well-being I fear for the other staff. Is there any way that this can be rectified so you are not taking on too much? Not that for one second, I doubt your capabilities.</p> <p>As stated above, SG acknowledged that she does have a very stressful job, but she knows the support is there if she needs to access it.</p> <p>AM responded to the questions asked of FJS. Firstly, he corrected some of the data previously provided.</p> <p>MT asked intervention programmes are key to raising standards in both schools So how are the programmes monitored and how flexible are they if the needs of an individual pupil change?</p> <p>AM advised that they have various catch up programmes such as Sensory Circuits, Numicon, Toe by Toe. Pupils are monitored by all staff and there are regular discussions regarding who would be best suited in these groups. We look at what the data looks like and move children in or out of the intervention groups accordingly.</p> <p>MT asked What organisations are being used for the 'catch up' programmes and what are the criteria for pupils to access the programmes?</p> <p>AM informed him that they're looking at "learningacademies.co.uk" Litcham school used them last year and were very positive about them, particularly for Year 5 and 6 pupils. It's an online tutoring programme in groups of 1:2 or 1:3. The idea is that each group has 15 hours of tutoring over 7 sessions. Litcham did some from home and some in school. However, they found the in-school sessions were more effective. FJS are looking at sessions running from 2.30pm to 4.00pm, so it's not too late after the end of the day. It's envisaged these sessions will be supervised by TA's. We will start with 15 children, then move up to more if we find it's working. We may also bring in tutors, so some face to face teaching can take place, particularly for the younger pupils, but we need to make sure we get the right tutors. Anybody not on track is eligible for the extra support.</p> <p>CH asked how much extra phonics has had to be put in place to close gap for Yr3s? Is there an impact of that evident yet?</p> <p>There has been 15 minutes of phonics in each class every day, this started at the start of the year. Some children have got it nailed but some are floundering. We're able to stream within the year group, so have started this now. We acknowledge that we need a good level of training for our TA's and teachers in line with FINS.</p> <p>PH noted the comment '<i>Some inconsistency of books in Yr4 - Writing standards below the expectations expected in general; both technically and in stamina</i>'- What is in place to improve stamina (emphasis on cross curricular writing? Is quality poor in English books, or all writing?) Is teaching strong enough in Yr4 to improve standards?</p> <p>AM has noticed the standard across the whole school has reduced since the pandemic. There is a notable lack of writing ability, skills, stamina and independence. The ability to write at length is an issue too. AM has held discussions with the Year 4 teachers regarding what he sees as curriculum coherence, what's expected and how to achieve it. It's their weakest year group with regards to</p>
--	--

	<p>teaching ability, but feel the steps put in place have helped already and they will continue to work towards improving consistency.</p> <p>PH commented you mention 1 LAC pupil- is this the 'PLAC', or is there one of each? Is there support in place for PLAC & LAC pupils- is it effective? How is it measured?</p> <p>AM informed him they have 1 LAC and 2 PLAC all in Year 6. The support includes pastoral support and external therapy/counselling sessions. There is a PEP set by the virtual school and social worker. They've all been provided with a laptop to help with working at home, they have individual targets which are reviewed each term. They are monitored by the SENCO and have regular meetings with parents. We look at data and observations, but have found their social development harder to move forward.</p> <p>PH queried R/W/M Target 2021-2022 (Based on KS1 TAs) what were the end of year results for this cohort in Yr3? (are they on track?)</p> <p>AM informed him that it's mostly guess work unfortunately, we're trying to aim for previous KS1 targets. Data was provided to governors.</p> <p>PH stated there was no mention of disadvantaged pupils in priorities (69 across school -23%) is the gap closed between this group and others?</p> <p>AM pointed out that there was mention of this at point 5. The Pupil Premium and Recovery Strategy has been sent to the Trust for approval, it's a three year plan and will be published on the website and Governorhub when approved.</p> <p>CH asked are you confident that the school is a 2 for Outcomes? What evidence will you expect governors to see when doing their curriculum monitoring in January especially in writing? Are both schools working together on writing as it is a priority for both schools?</p> <p>AM assured her that following a discussion with Richard Lord he is at a 2 for the first time. The internal data shows much better outcomes for the children even though the external data hasn't been available. There's a huge amount of work in books, particularly in core subjects. Writing isn't where we want it to be yet, but progress is being made. We're getting back to where we want to be.</p> <p>CH commented in terms of safeguarding, please could you be prepared to discuss the processes in place to deal with the incidents of bullying, sexual harassment and homophobia in the school? Is this number of incidents normal for a half term?</p> <p>AM responded that the high numbers are due in part to moving onto the CPOMS reporting system. It's a digital recording system that all members of staff can post concerns to. It brings together all attendance, behaviour and records of concern. Lots of the records of concern are niggling doubts and there have been few of high concern. It takes a lot of time for AM to read through them all, but it does make it easier to build together all parts of the jigsaw. There are fewer children in school with behaviour issues than previously, only three are on a behaviour plan. There have been nine operation encompass calls regarding five children. There have been some incidents of bullying in Year 3, two different children have been investigated. They are themselves children with issues, one is on a behaviour plan and one has an FSP. In Year 4 the child is on a behaviour plan, the bullying isn't severe and is being tackled daily by discussions with parents. In Year 5 the homophobic incident was over several days and was always challenged. It may be due to her older sibling's influence. In Year 6 the sexual harassment case was the same child. It's been fully</p>
--	--

	<p>investigated by the correct agencies and is an ongoing live situation. The perpetrator is now being seen as a victim as well.</p> <p>CH asked how are you coping with workload in light of pastoral support? Are TAs able to step in to the gap?</p> <p>Jo Jones is very busy, we've lost 3 days of pastoral support but we have kept the most effective support in place. AM has taken on FSP work, which he hasn't previously done and he recognises that he may have to delegate to other DSLs. He acknowledges that they can't do as much as they did previously but are doing what they can. The TA's are available to talk to the children and support where they can.</p> <p>CH thanked the Head's for the clarity of their reports and found that having the same format was helpful. AM pointed out that the Trust want to unify Head Teacher reports across the Trust, so the format may change in the future.</p>
1.8	<p><u>Safeguarding:</u> This has been covered as part of the Head Teacher reports and questions. It was queried when FINS will be moving onto CPOMS? SG hopes to have it all up and running by Christmas, although she realises she needs to manage her workload carefully.</p>
1.9	<p><u>Disadvantaged children discussion:</u> AM informed governors he had handed over the responsibility of this to his deputy. He is looking at barriers and information in order to produce an action plan. MT asked if the budget will be spent by next September? AM didn't know, they aim to spend it within the next 12 months as the money is intended to be used for the current cohort of children. SG informed governors that FINS struggle to get parents to apply for free school meals as they all receive a universal infant free school meal. It's an application online and some families find this difficult. We offer support and assistance with the application, but it can be difficult to approach families without offending them.</p>
1.10	<p><u>SEF and SIDP:</u> Governors confirmed they had all read these documents and all their questions had been asked and answered.</p>
1.11	<p><u>SEND policy and audit:</u> FINS document is complete and on Governor hub. FJS will be completed by Christmas. LMS will make contact with both schools to come in this half term.</p>
1.12	<p><u>Appraisals update:</u> Both schools reported that all teacher appraisals had been completed. A few were just outside the recommended timescale due to absence/illness. The Head Teacher appraisals will be completed by the end of December. The pay committee met yesterday and all recommendations have been put through and agreed. AM informed governors that due to personal circumstances he will be temporarily reducing his hours on an unpaid leave basis by one day per fortnight. The Trust have agreed this and it will be reviewed regularly. All present supported his decision.</p>
1.13	<p><u>Monitoring timetable:</u> CH has provided this to governors. It maps out the Synergy guidance across the governing body. IR asked if the school council could meet with the governing body, as he feels it indicates they are being taken seriously. It was agreed whilst this is a good idea, it's not possible whilst meetings are being held virtually. CH felt it would be good to have a nominated link governor for reading, IR agreed to take this on.</p>
1.14	<p><u>GDPR and SARS:</u> Neither school had any SARS requests. They are due a GDPR audit later this month. They feel there could be some minor breaches of data, such as items being left on desks and computers not locked, but hopefully nothing major.</p>

	We are waiting for additional clarification regarding the Trust's expectations. CH asked for both school's newsletters to be posted to Governorhub for all to read.
1.15	<u>Any governor training completed:</u> Some governors have now completed the GDPR training and Ofsted briefing. All governors will update their profile on Governorhub with training completed.
1.16	<u>Items to disseminate to Trust board and items from Trust board:</u> No items from the Trust. YL would like it noted that she feels it's not acceptable that the schools still don't have up to date budget information. It's difficult to action decisions without the correct budget details. SG informed her that the budget is available, but it's not been updated and moved forward into the current year. PH wondered if it would be a good idea to invite a trustee to one of our meetings.
1.17	<u>Date of next meetings:</u> 1 st February 2022 22 nd March 2022 17 th May 2022 28 th June 2022 (YL sends apologies)
	CH asked all governors how they felt about the meeting, she asked if they felt that they had been challenging and supportive. Both head teachers thanked governors for posting the questions to their reports before the meeting. This enabled them to prepare detailed and relevant answers. Governors agreed the questions had been answered fully and they felt the correct level of challenge was given. CH would like to ask governors to reflect upon the meeting every time and hopes they will feel able to ask the appropriate questions and are able to support the school.