

## AUTUMN TERM 2021

### TURNFURLONG INFANT SCHOOL

**MINUTES** of the meeting of the Personnel and Curriculum Committee of Turnfurlong Infant School held via Zoom on 18<sup>th</sup> November 2021 at 4.30pm

#### **PRESENT:**

Mr T Ajithiran

Mr P Ince

Mr R Lloyd

Mrs R Ochiltree (Headteacher)

Mr L Taylor

#### **IN ATTENDANCE**

Mrs R Weymouth (Clerk)

#### **ACTION**

#### **1 WELCOME AND APOLOGIES FOR ABSENCE**

The Chair opened the meeting and thanked Governors for attending. There were no apologies.

#### **2 NOTIFICATION OF ANY OTHER BUSINESS**

There was no further business for discussion at the meeting.

#### **3 DECLARATIONS OF INTEREST**

There were no declarations of interest in items on the agenda.

#### **4 APPROVAL OF MINUTES OF THE PREVIOUS MEETING HELD ON 9<sup>th</sup> MARCH 2021**

The Minutes of the meeting held on 25<sup>th</sup> May 2021, having been circulated, were confirmed.

#### **4.1 MATTERS ARISING**

Minute 8 – The Safeguarding Governor would write a report and table this at FGB.

**FGB**

#### **5 CURRICULUM AND DATA**

#### **5.1 STUDENT DATA AND CURRICULUM PRIORITY AREAS**

Circulated prior to the meeting, the Headteacher advised;

**EYFS Summary**

- Last academic year there were no statutory assessments in EYFS only Phonics Screening.
- The school did complete assessments in school and the LA offered for this data to be submitted to produce a summary which had been helpful.
- The data shows that EYFS data is slightly above the national average but below BC average. This is based on schools that submitted data, so it is not as robust as previous years. In some areas the school's data is stronger than other schools and the average point score is still higher than BC which is positive.
- In Year 2 children completed the Phonics test in the Autumn Term and achieved 83% which is higher than BC and national figures. Governors asked;

Data is just below expected in most areas. Is this an impact of COVID?

Responding, the Headteacher advised that Year 1 writing is encouraging. Writing in terms of expected and above expected is better than the previous year which is positive.

Reading data has a large spread of children above expected and some below expected?

Responding, the Headteacher advised that the number of children above expected in reading indicates the good quality of home learning provided to children during lockdown.

Year 2 data is particularly encouraging in maths and writing but not so much in reading?

Responding, the Headteacher advised that the gaps here are around comprehension and this is a focus area for Year 2.

Governors discussed that the data presented was encouraging and positive and highlights the areas of focus.

The Headteacher advised that the Reception cohort were a challenging cohort and so far, had required a lot of support with behaviour and social skills and would continue to be closely monitored.

Mr P Ince arrived at 16.48pm.

The data compares 2020-21 Year 1 with this year's Year 2 in terms of attainment. Is there another measure to review this?

Responding, the Headteacher advised that there is no progress data as Pupil Asset had a technical issue and it was not possible to download this. The next data drop would be at the end of term and therefore progress data could be provided at the next meeting.

Is it unfair to compare pre-COVID data to see where gaps are?

Responding, the Headteacher advised that it would be more beneficial

to review 2019 data rather than 2018 data at this point as the school's moderation system was stronger in 2019.

**Is there any value in doing this?** Responding, the Headteacher advised that there wasn't. The number of variables that had impacted children were vast and in different ways. Some trends were on going such as EAL boys and this was being addressed through projects in school.

## **5.2 USE AND IMPACT OF PPG, CATCH UP FUNDING AND TUTOR PROGRAMME FUNDING**

Circulated prior to the meeting, The Headteacher advised;

- Detailed in the PPG document funding had been received from the DfE and a further £3,000 was to be received.
- The school are reviewing a company to offer tutoring interventions.
- Catch up Funding could only be used for Year 1 and 2 children
- The work the school had been doing with Family Outreach would be ongoing over a 3 year period.
- The school had evidenced how PPG funding had been allocated through Education Endowment Fund research.

**When does the PPG document need to be uploaded to the website?**

Responding, the Headteacher advised 31<sup>st</sup> December 2021.

**The plan is very comprehensive. Can we assume that the same amount of funding will be received over the next 2 years?**

Responding, the Headteacher advised that the school had received extra funding to narrow gaps post COVID19. The tutoring grant that was received in late September/October would only be received this academic year and would be used to prioritise targeted children. General catch-up funding could be used to employ a member of staff to deliver interventions but recruiting to such a post for a limited time and for a small number of hours would be challenging.

**How can we be sure that the school's finances will not become reliant on this additional funding?** Responding, the Headteacher advised that it wouldn't as interventions were part of what the school already did on a daily basis.

Governors agreed the PPG Strategy and Catch-Up Grant Strategy.

## **5.3 SPORTS PREMIUM GRANT FUNDING UPDATE**

Circulated prior to the meeting, Governors asked;

There are £1,500 costs associated with dance workshops, does this include the Diwali dance workshops? Responding, the Headteacher advised that it did.

How often does the dance element take place for this amount of money? Responding, the Headteacher advised that all children took part in the Diwali workshop. In the summer term further dance sessions would also be taking place from different decades in history.

#### 5.4 EDUCATIONAL VISITS UPDATE

The Headteacher advised that children had been going on local walks, Year 2 had been to a farm and lots of activities had been taking place in school such as dancing, Harvest Festival for Year 2, Multi-Skills for Year 1 and 2. Year 2 also attended a story telling museum experience.

Staff were also working hard to bring real experiences to the curriculum such as hay bales in Reception to complement the story they were reading. Governors asked;

Is it possible for Governors to be on the newsletter mailing list? Responding, the Headteacher advised that this would be arranged.

There are lots of Year 1 and 2 activities and some nursery activities but nothing specific for Reception children? Responding, the Headteacher advised that Reception children would have visits later in the academic year.

A few of the musical instruments require replacing. It was agreed that the Music Governor (Mr Ince) would gather quotes for replacements and provide an update at the next meeting.

Agenda

#### 5.5 GOVERNOR VISITS

Circulated prior to the meeting, Governors noted the following Governor Visit reports;

- Music
- PE

It was agreed that Mr Ajithiran would complete a Computing, RE and Art visit and would arrange a date with the Headteacher for this to take place.

Mr Ajithiran

#### 6 QUALITY OF TEACHING UPDATE

The Headteacher advised;

- All Teaching staff and TA's had been observed this term.

- Circulated prior to the meeting the LA EYFS Adviser had visited the school, spending time with Reception for which feedback was very positive.
- The first student data drop had also been completed and assessment and had been discussed with all staff as a team.
- Some excellent staff meetings had also taken place which included training in phonics and had also been attended by staff from TJS.

## 7 BEHAVIOUR AND ATTENDANCE

Circulated prior to the meeting, Governor noted the Behaviour and Attendance update. Governors asked;

**Do Reception children not take part in the Grumpy Peg system?**

Responding, the Headteacher advised that they did, however for some children and SEN children this system was not effective as they need an immediate consequence.

**Have any children not come back for COVID reasons or are abroad?**

Responding, the Headteacher advised that all children were in school. The LA had advised that for children abroad they have to remain on roll and there is no practical excuse for not coming to school

## 8 SAFEGUARDING UPDATE

The Headteacher advised the following Safeguarding Update;

- The number of Team Around Family meetings had increased.
- From next week there would be 3 CLA at school. 2 children were on Child Protection (CP) and 1 Child in Need (CIN).  
Governors asked;

**For a CIN if they have a sibling is there danger of double reporting?**

Responding, the Headteacher advised that generally a CIN plan would also cover siblings. There can be situations where a teenage sibling is on a CP plan, but the other younger siblings are on CIN plans.

With CP there is a high level of Social Worker involvement. CIN however is optional for families to engage with. Where required the school works with Turnfurlong Junior School.

**With an increased number of children on plans, how does this impact workload?**

Responding, the Headteacher advised that the impact was significant on SLT as a DSL was required to attend Team Around Family (TAF) meetings for each child which was usually a weekly task.

## 9 STUDENT WELLBEING

Governors agreed that this item had been discussed earlier in the meeting.

The Headteacher advised that in addition to earlier discussions ELSA training was also taking place.

When looking at the context of the school whilst the number of children on the SEN register is slightly lower the number of children with an EHCP was high. Often these children required intense work and intervention. In addition, some of the children that arrived in the Reception classes in September 2021 have arrived with unaddressed SEND needs which can also impact their wellbeing.

## 10 PERSONNEL

### 10.1 STAFFING UPDATE

The Headteacher provided the following Staffing Update;

- The Inclusion Manager had resigned to take a career break from teaching. The school had however been successful in recruiting to the post. The successful applicant would join the school bringing experience from BC's SEN Team (Language and Communications), specialises in the autistic spectrum and has a good understanding of the school.
- A resignation had also been received from a TA working with a child in Year 1 and again a successful appointment had been made to the role.
- An EYFS teacher would like a reduction in hours to 3 days a week. An advert had been placed for a job share.
- 2 new cleaners had started working at the school along with 2 Midday Supervisors and an additional one to cover Maternity Leave.
- A member of staff had broken their ankle and therefore supply staff had been used but making this consistent had been challenging.

Governors discussed that an impact post COVID19 is that people review their lives and more requests for part-time working have been made across many sectors. This does however make timetabling and people management more challenging logistically. Governors asked;

**Will the replacement Inclusion Manager also have some teaching time?**

Responding, the Headteacher advised that they would.

## 10.2 STAFFING WELLBEING/STAFF SURVEY

Circulated prior to the meeting, Governors discussed the Staff Wellbeing Survey results as follows;

- Some of the results are a “snapshot” of where people were mentally in the term and initiating a survey before the Autumn half term will have some impact on results.
- Following the survey INSET took place and any trends from the survey were addressed.

**Colleagues seem to be the cause and resolution for stress?** Responding, the Headteacher advised that this was discussed during INSET. Most staff that completed the survey advised that they would approach another colleague if they were feeling stressed but wanted to put more than one answer which was not possible in the survey and could be adapted for future surveys.

**What about PPA time?** Responding, the Headteacher advised that during COVID PPA time could be taken at home or in school and staff were able to choose. Whilst staff may like a breakout space, space in school is at a premium. In the summer term DFCG funds could be used to redecorate the library which could be used as a space for this.

**Would it be worth getting MIND to come in and talk to staff about the services they offer?** Responding, the Headteacher advised this would be possible.

**Do the school have an Employee Assistance Plan?** Responding, the Headteacher advised this was offered by the LA.

**This is not mentioned in the survey.** Responding, the Headteacher advised that one of the questions on the survey was “I am aware of resources for support.” 12 respondents disagreed so this was discussed further during INSET day along with links to the services available to support staff and this would be added to the Wellbeing Policy.

**The 12 people who disagreed that there are sources of support, how much do we make of the individuals being employees of BC or the TFI family. Is there an opportunity to personalise things?** Responding, the Headteacher advised that BC have a web page full of good links, but the reality is that the people that need to access it won’t go onto schoolsweb. Helplines for Crisis or other charities could be placed in toilets where people may be more likely to see them.

It was agreed that the Headteacher would organise MIND to visit school during the January INSET day.

Headteacher

**How can Governors assist?** Responding, the Headteacher advised by continuing to monitor and challenge.

### 10.3 **PAY REVIEW COMMITTEE**

The Headteacher confirmed that Pay Review Committee had taken place and all recommendations agreed.

### 10.4 **UPDATE ON APPRAISAL PROCESS**

The Headteacher confirmed that staff appraisal had taken place across the school.

### 10.5 **CPD UPDATE**

Circulated prior to the meeting, Governors noted the CPD update.

Governors agreed that it was great to see a breadth of training taking place by many different staff.

### 11 **POLICIES**

Circulated prior to the meeting, Governor reviewed and agreed the Teaching and Learning Policy.

### 12 **DATES AND TIMES OF FUTURE MEETINGS**

The following dates and times of future meetings had previously been agreed:

#### **Autumn Term:**

8th Dec 2021 – FGB (4.30pm)

#### **Spring Term:**

2nd Feb 2022 – F & P (4.30pm)

9th Mar 2022 – P & C (9.30am)

23rd Mar 2022 – FGB (4.30pm)

#### **Summer Term:**

\*11th May 2022 – F & P (4.30pm)

25th May 2022 – P & C (9.30am)

17th Jun 2022 – FGB (4.30pm)



**\*All Governors to attend to approve budget**

**13 ANY OTHER BUSINESS**

There was no further business for discussion at the meeting.

**14 CONDUCT OF MEETING**

Governors confirmed that the meeting was conducted in an open manner and that all governors were invited to participate and contribute to discussions. It was confirmed that all members of the Governing Board would have access to these minutes *(with the exception of any Restricted Confidential Minutes)*.

The meeting closed at 18.33pm.

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

CHAIR

**Actions:**

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**Agenda:**

Musical Instrument Quote

Student Data

**Headteacher** – Contact MIND to attend INSET Day

**Mr Ajithiran** – Complete Music and PE visit

**FGB Agenda:**

Safeguarding Governor Report