

## SPRING TERM 2022

### TURNFURLONG INFANT SCHOOL

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**MINUTES** of the meeting of the Personnel and Curriculum Committee of Turnfurlong Infant School held via Zoom on 9<sup>th</sup> March 2022 at 9.30am

**PRESENT:**

Mr T Ajithiran

Mrs G Hudson

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**

Mrs G Hudson declared that she is also a Governor at Turnfurlong Junior School.

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

The Minutes of the meeting held on 18<sup>th</sup> November 2021, having been circulated, were confirmed.

**4.1 MATTERS ARISING**

Mr Ince advised that he was still obtaining a quote for musical instruments. It was agreed that this would be discussed at the next meeting.

The Headteacher advised that MIND had attended INSET Day which was useful and received well by staff.

**5 CURRICULUM AND DATA**

**Agenda**

## 5.1 SPRING TERM STUDENT DATA AND CURRICULUM PRIORITY AREAS

Circulated prior to the meeting, Governors received the Spring Term Student Data update. In relation to the document Governors asked;

**Is the information you have provided for attainment and progress and for what period of the academic year?** Responding, the Headteacher advised that the data shows where children are at the time of the data collection and whether they are working at the expected level.

In terms of progress the data shows the progress children have made from the end of EYFS to where they are at in KS1. One of the school's progress measures is whether children that were attaining at EYFS continue to make the same progress or better through KS1 and if not, what are the school doing about it. This is a long-term progress measure. For the school tracking progress is important as it shows where the school is also adding value.

The data shows that the school are adding value and the school are in a stronger place than a year ago even though children had disrupted years. The data shows that the school are filling gaps in knowledge and Progress Ladders have been an excellent aid to this.

**Do Progress Ladders map against points of progress? Is the expectation that children make 6 steps of progress?** Responding, the Headteacher advised that the expectation is 3 steps of progress and 6 across a Key Stage.

The Headteacher advised that the data is based on Teacher Assessment which can be subjective. To balance this the school moderate as a school, within year groups and at the point of assessment with the Assessment Co-ordinator. Any concerns are discussed with SLT and the teacher. This term the school attended an Aylesbury Town Moderation meeting which looked at Pupil Premium children working at or towards expected. The staff that attended were buoyant after the meeting as they felt that their assessments were in line, and this shows that the school's expectations are consistent and broadly in line with others. Governors asked;

**Autumn term is more comparable to this data?** Responding, the Headteacher advised that for the school it was. Some of the elements that are more challenging to measure are around children's personal, social, and emotional development.

**Are the school able to make comparisons about the impact of lockdown even though assessments were not possible?** Responding, the Headteacher advised that during the pandemic every time children came back to school, they were re-baselined. This data did not have to

be submitted to the LA or DfE other than for the first attempt at the Year 2 phonics test. The Progress Ladders assist teachers in terms of knowing where children are at and what they need next and is great for day to day assessment that has impact.

**Reading seems to be higher than Maths and Writing?** Responding, the Headteacher advised that Reading has been more complex, and this is an area that school has always been strong in. However, comprehension is important, and it is essential for children to also understand what they have read and be able to go back to the text and answer questions on what they have read. This is a gap and has been discussed with parents.

In terms of maths the school are working with the Maths Hub that have provided a programme of work for maths fluency and recalling facts. The pandemic has forced a re-think about some things such as the way the school use Singapore Maths and this work will allow a more flexible way of using Maths No Problem. This should mean that when children go into Year 1, they will be better placed to start maths mastery work.

Governors discussed that it would be useful for a Governor to complete a Maths visit and see this work taking place.

**The data provided for maths shows the difference in Year 1 attainment in December 21 and December 22, but they are a different cohort of children?** Responding, the Headteacher advised that in December 2020 children were below expected but in December 2021 children on the same Key Stage journey were heavily waited to the expected level and above and shows progress of the cohort. Below the expected standard are the same so this suggests a group of children are still not making the right amount of progress on a Key Stage. This is showing the attainment of children over a 12-month period.

This is the Key Stage journey and data will be presented like this next time to show the positive impact the school is having to fill gaps in knowledge.

Governors thanked the Headteacher for an informative report.

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

The Headteacher advised that this had been challenging. The school had worked with a company who had advised that they could provide tutoring from January 2022. The school made the necessary arrangements but still no one from the company has attended school.

The school targeted PP children and those that had been identified as requiring additional support and not working at the expected level with a focus on writing and comprehension.

The Headteacher advised that she would contact the company to make a complaint and find out when tutoring would begin. Governors asked;

**Have the school spent any funding yet?** Responding, the Headteacher advised not yet.

**Do you require any assistance from the board in terms of making a complaint?** Responding, the Headteacher advised not at this stage.

### 5.3 **USE OF PUPIL PREMIUM AND SPORTS PREMIUM GRANT FUNDING UPDATE**

#### **Pupil Premium**

The Headteacher advised that the Pupil Premium Grant continued to be used as detailed on the Pupil Premium Strategy on the website including for attendance and working with social care and supporting a child over the holidays with a specific issue.

The PP Governor advised that he had completed PP training and would arrange a visit to the school.

#### **Sports Premium Grant**

The Headteacher advised that a company had visited school and provided taster football sessions. In addition, a dance class was also running all using SPG funding.

The SPG had also been used to pay for playground markings which were being well used.

The SPG would also be used to pay for clubs and activities and will have universal access for Year 1 and 2. A cricket club was also being considered for the Summer Term which many children would be interested in attending.

### 5.4 **EDUCATIONAL VISITS UPDATE**

Circulated prior to the meeting, Governors noted the Educational Visits Update. Governors asked;

**During the pandemic there was a lot of concern that the school were not able to arrange extracurricular activities?** Responding, the Headteacher advised that this term lots of visitors had come into school. The Reception and Nursery would also soon have chicks coming into school which was always a great activity.

**PP  
Governor/Chair**

**Is the new quad area being well used?** Responding, the Headteacher advised that it had been used less this term than last term but as the weather improves it will be used for storytelling and reading groups. It was also a great space for children that need this at lunchtime, but children were also managing better in the playground. Year 1 will also use the area for growing and planting this term.

## 5.5 GOVERNOR VISITS

The Chair and Mr Ajithiran would complete a visit to school before the end of term.

**Chair/Mr  
Ajithiran**

## 6 QUALITY OF TEACHING UPDATE

The Headteacher advised;

- A new teacher had started working in the nursery on a Monday and Tuesday and will be observed in the next couple of weeks. The mood in the nursery was however clam and positive.
- A teacher working in Reception that started in January 2022 will also be observed soon.
- A 1-1 TA that resigned was replaced with an agency TA and was going well with support from the SENCO.
- Peer to peer observation in EYFS had not yet taken place due to staffing pressures but would be returned to as soon as possible.

## 7 BEHAVIOUR AND ATTENDANCE

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

**In terms of the children social and emotional needs how are the children?** Responding, the Headteacher advised that after speaking to a parent a child was moved from one Reception Class to another to defuse a group of children that were causing behavioural issues and this had already made a big difference and was supported by the parent. In terms of behaviour generally the school would focus with children over the next half term on games and playtime activities.

In terms of attendance letters had been sent to parents before half term and attendance data would be analysed to see if this has impacted attendance positively. Governors asked;

**Are issues in attendance about lateness or coming to school?** Responding, the Headteacher advised both.

## 8 SAFEGUARDING UPDATE

The Headteacher advised;

- A monthly summary was completed for DSL's to keep track of all activity and updates received on cases.
- There were more Child Protection and Child in Need cases than any other academic year and this was noted in the SEF. Governors asked;

**Is the increase in cases due to families in crisis, Lockdown or more complex reasons?** Responding, the Headteacher advised that the nature of the school nursery class means that the school have 15-hour places rather than 30 hours and so some families split their entitlement to 30 hours with another setting. The nursery also has funded 2 year olds and Early Years Pupil Premium children are often more vulnerable economically. To have 8 children like this in the nursery means that families are more volatile. These families can also be directed by Social Services or a Health Visitor to take a funded nursery place to provide support. Due to the school's reputation this is often what happens. Usually, issues include domestic violence and social, emotional needs and some substance abuse.

**Is there anything that Governors can do to assist?** Responding, the Headteacher advised that managing the safeguarding caseload was still within the DSL's capacity.

## 9 STUDENT WELLBEING

This item had been discussed earlier in the meeting. In addition, the Headteacher advised;

- A parent and student questionnaire would be conducted after the Easter break.
- Behaviour in school had been very good and visitors are always impressed with their attitude and their general demeanours.

It was agreed that student survey analysis would be tabled at the next meeting.

## Agenda

## 10 PERSONNEL

### 10.1 STAFFING UPDATE

The Headteacher provided Governors with a staffing update.

### 10.2 STAF WELLBEING/STAFF SURVEY

The Chair advised that after discussion with the FGB Chair and Headteacher it was apparent from the last staff survey (completed after October half term) that there were some interesting views particularly around sources of stress.

The Chair proposed that an external individual/company should be used to conduct and analyse the next staff survey. This will provide staff with an opportunity to respond openly and honestly and form part of the school commitment to staff wellbeing.

The Headteacher advised that the proposal was welcomed and formed part of the School Improvement Plan to ensure that staff are heard and listen to, and that feedback is gathered in the best way possible to challenge and recommend future steps.

Governors agreed the proposal.

### 10.3 CPD UPDATE

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

### 11 POLICIES

There were no policies for review at the meeting.

### 12 DATES AND TIMES OF FUTURE MEETINGS

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

#### Spring Term:

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

Governors asked;

**Are there any Ukrainian families in school?** Responding, the Headteacher advised that there were, and some separate support was in place for these children. It was expected that this would become a broader issue for the school and the school have resources from Buckinghamshire Council available to use.

## ACTION

Governors agreed that this information and support should be available to all families that require it, and many children will have questions or may feel affected.

### 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 11.10am.

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

CHAIR

### Actions:

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### Agenda:

Musical Instrument Quote

Student Staff Survey

**Mr Ajithiran & Chair** – Complete Governor Visits