

The Calcot Schools

Minutes of the

Full Governing Body Meeting 22.2.

Held on Wednesday 8 December 2021 at 9.30am via Microsoft Teams

Present:

Mark Hazelton (MH) (Chair)
 Julia Kidd (JK) (Vice Chair)
 Florence Rostron (FR) (Headteacher)
 Nicky Bate (NB)
 Hugh Baxter (HB)
 Joe Lally (JL)
 Carolyn Purchase (CP)

In Attendance:

Alice Elliott (AE) Clerk
 Emma Kirkby (EK) Inclusions Manager

Item	Minutes – Meeting chaired by Mark Hazelton
1.	<p>Apologies for absence</p> <p>1.1. Apologies were received from Andrew Marsh (AM), Katie Dean (KD) and Kath Howard (KH).</p>
2.	<p>Declarations of conflict of interest</p> <p>2.1. MH has a child in school, and JL has a daughter working in the school.</p>
3.	<p>Matters to be raised under Any Other Business</p> <p>3.1. Governor Training</p>
4.	<p>Minutes of previous meeting held on 22 September 2021</p> <p>4.1. Governors confirmed these minutes were a correct record.</p> <p>4.2. These minutes will be signed by the Chair as soon as COVID situation has been sufficiently eased to make this possible.</p>
5.	<p>Matters arising from previous minutes (if not an agenda item)</p> <p>5.1. – 21.1.6.3. JK would like to update her Business Interests form to say she is no longer an SBM.</p> <p>ACTION – AE to amend Business Interest forms</p> <p>5.2. – 21.1.16.5. The Personnel Committee will next meet on 22 March 2022.</p> <p>5.3. – 21.1.18.1. Risk Assessment for Dogs and Minibus policies have been approved.</p> <p>5.4. – 21.1.12.4. It isn't possible to discuss the new changing rooms until the Feasibility Study has been finalised. However, this will be probably outside the Feasibility Study remit. Also this is a big ask for the PTFA to fundraise for this, so the school will have to approach organisations such as Sports Funding for value-matched funding with the PTFA. This also depend upon planning application, permanence of structure, level of facilities, materials and the resulting quotations for the work.</p>

	<p>5.5. CP asked whether it would be worth applying to the Greenham Trust. FR agreed they would also match-fund. CP said she would also ask around at her networking meetings.</p> <p>5.6. <u>Part 2 minutes:</u> JK had been in touch with Lynn Doherty about the WBC process for the refugee children and the level of support for them. FR agreed the process had not been planned properly, and asked WBC if any funding had been allocated to schools to cover this. A charity had approached FR about uniform provision, but FR said she would prefer learning resources.</p>
<p>6.</p>	<p>Committee Reports</p> <p>6.1. <u>Personnel (1 November 2021):</u> KD was not present to deliver her report.</p> <p>6.2. <u>Curriculum (8 November 2021):</u> 22.1.6.6. should state “The October census indicated 30% PPG in the school”. FR will provide the latest data for the catchup intervention in January. MH has been invited to join in the committee, as membership has dwindled and this needs to be emphasised during the Governor recruitment drive. CP requested taking photos on the school site for outdoor learning. FR approved this as long as no children’s faces were visible.</p> <p>6.3. <u>Finance (13 October and 24 November 2021):</u> The budget is in good shape despite overspends. An increase in pupil numbers, 510 including the Nursery, is higher than normal. FR, MH and JK will meet with Ian Pearson regarding WBC’s projection on pupil numbers, especially without refugees who tend to be more mobile. FR noted Calcot seems to be the school of choice, especially for children with special needs, which increases the burden and pressure on our capacity for 1:1 intervention and disruption for other children’s learning.</p> <p>6.4. <u>Part 2 minutes</u></p> <p>6.5. JL asked if the Feasibility Study accounted for this extra need in SEND children. Calcot being the school of choice for children with additional needs, particularly speech and language, needs to be looked at strategically to be able to provide the necessary resources and provision. FR agreed with him, the speech and language team are looking at PPG funding for this within Early Years, which has increased in need within the Local Authority. Luckily in the Spring term a placement student looking for experience in this area will add capacity.</p> <p>6.6. FR meets with the Heads’ Support Funding Group which confessed they were taking 0.25% of their budget for the Higher Needs Block. The EHCP panel used to receive 2-3 referrals a week, now it’s 10-20 a week. The higher-level needs department is so under capacity at the moment, so children without higher-level are not getting any funding, even in the special needs schools let alone the mainstream schools.</p> <p>6.7. JL noted early intervention can offset against later practical intervention. WBC may not be strategically looking where the need is and how schools have the potential capacity to address extra need. CP reminded him WBC is also limited with their funding. FR said they are trying to address the need from the top down. In spite of it costing more to send children out of the county to receive better SEND provision, they have to do this as many schools are pushed to their limits.</p> <p>6.8. CP asked what percentage of the Nursery has additional needs. These are what you would expect in a Nursery, such as lack of potty training and social experience because of the COVID Lockdowns. However there is a high level of SEND and a huge number of non-verbal children.</p>
<p>11.</p>	<p>Safeguarding Update (EK entered)</p> <p>11.1. EK presented her Safeguarding Action Plan for Governor approval. She has identified the process for a working apprenticeship, and the audit is asking for a policy. As we have a process instead, JK suggested including a relevant paragraph in the Child Protection and Safeguarding policy instead.</p> <p>11.2. We have tried to use “Safeguarding My Concern” properly as it is linked to provision maps. Staff are</p>

recording their use of it. This helps with the analysis for the referrals for both schools, to get the bigger picture of what we are dealing with all the time. It is very thorough, and it would be interesting to see what another school is like. We will take part in a triad of schools after Christmas.

11.3. The safeguarding audit includes therapeutic thinking across both schools, and the E-Safety policy has been updated to reflect all of this. EK is constantly updating staff what peer-on-peer abuse looks like, and it would be useful to get staff up to date with what the local issues are in our community. For example, Reading is a hot-spot for FGM, and other staff need to be aware about this, especially if OfSTED asks questions within this subject.

11.4. **CP asked if there was an issue with county lines.** There always has been in our area, but there have been no alerts from the police recently. FR said we constantly talk about it, but the school is not aware of any cases in our school. We are very diligent about absence, so we are unaware of any activities in this area. Generally parents will come and tell us first about any issues before the police, and we have a good working relationship with families who are vulnerable.

11.5. Governors agreed to sign off the audit, and to add a relevant addition to the paragraph within the Child Protection and Safeguarding Policy.

ACTION – Working apprenticeship paragraph to be included within Child Protection and Safeguarding policy

11.6. **JL thanked EK for her hard work** and noted Governors did recognise the extra challenges we have in the community.

12. Pupil Premium Update

12.1. EK shared her PPG report. She asked if this should continue to run from March to March and start a new one after Easter. FR wasn't sure if the dates were going to change. It's easier to write a report based on the academic year, with a review in July. But we will have to do what the DfE tells us.

12.2. The figures will need to be adjusted to reflect this academic year from July. This report is for the DfE to show how schools have spent their PPG funding. It also has to appear on the school's website. The five challenges the school has to face are reflected in our community, and we have to train the new teachers about this anyway to make sure they are providing quality teaching for our children.

12.3. We have spent a huge amount of money for a wider experience for our children, to give them opportunities they wouldn't normally get at home. We are very lucky to have two family support workers available for the families who need them, which a lot of schools don't have. They work with the office staff to improve attendance, as persistent absence has increased every year, especially within the Infants. So many children have been affected with illness and symptoms of COVID. EK is willing to share her attendance figures with Governors.

12.4. The extra intervention and tutoring have been very useful with two extra supply teachers to relieve the other staff, which will affect the progress data.

12.5. The school has more capacity because we have more children, but those children who have been out of school will show slow progress in the data review, which we are trying to address with catchup. The data will show the impact of what we have put in place this term, and hopefully no children will have gone backwards because we haven't had to close recently.

12.6. FR's frustration is with PPG children who have been targeted for catchup tutoring and a number of families who won't allow their children to do this. Lessons scheduled from 8am to 9am didn't work and moving them to 2.30pm to 3.30pm fared no better. But there are parents actively saying their children don't want to do the catchup tutoring and they don't want to make them. We try to explain their children will not be able to access the secondary school curriculum without this additional support, but they don't care.

12.7. We can't take these children out during the afternoon, because then they won't get a broad and

	<p>balanced curriculum, or take them out of core lessons or they will miss the input they should be getting. Governors need to know the school has tried adjusting everything to make catchup plausible for these children, but if the parents won't allow their children to take part, we are at a loss. The only other options would be to do catchup over lunchtime, but the children will be unhappy and won't engage in the lessons.</p> <p>12.8. CP asked for more detail about this in the next Curriculum Committee meeting. Adjusting the lessons to later in the morning won't work as many of these children are persistently late. These Year 6 PPG children are who we have targeted the most but have been the least successful with.</p> <p>12.9. JL asked if the children have been addressed directly about what they are missing out on. These children are well aware, but with dented motivation they struggle, and fail to enjoy the process of learning. The children make the decisions as the parents lack the capacity to make good choices.</p> <p>12.10. JL asked has the school talked directly to the parents to explain the situation. The Year 6 Leaders have tried to explain this to them, but the parents are adamant their child won't be happy and therefore won't be attending. This conversation has happened three or four times, to no avail.</p> <p>12.11. JL asked if these are parents who need help and require another agency to get involved. These families have been offered parenting courses, but as these are not compulsory, they won't do them.</p> <p>12.12. JL asked if we have engaged with the secondary schools to talk to these families. The secondary school places won't be confirmed until March, and we can suggest to them the children who would benefit from Summer School, but this is mainly fun and not academic. But we have no information if they plan to address learning needs.</p> <p>12.13. JL asked if Year 7 tutors could talk to parents about what their children will face in secondary school. FR will ask the Heads, but usually this happens in the summer term. We have been trying since September, but suddenly being aware in June their child isn't ready is too late! Secondary schools' approach is business and not academic, as they want the children to attend.</p> <p>12.14. Governors approved the statement and allowed it to be posted on the website. (EK left the meeting)</p>
7.	<p>Strategic Day Update</p> <p>7.1. Very useful day for a discussion and AE and JK have sent around their notes. Now need to set another date for a strategy meeting in January via a Doodle Poll. ACTION – AE to do a Doodle Poll for the next Strategy meeting in January</p> <p>7.2. FR asked if Tim Kuhles (TK) would like to officiate. JK said he is helpful but not for this particular meeting and we can email him any questions we have. FR remarked how nice it was to discuss strategy and remind Governors why they are needed.</p>
8.	<p>Ratify Terms of Reference for Committees</p> <p>8.1. The Terms of Reference for Personnel, Curriculum and Finance, Health, Safety and Premises Committees were acknowledged and approved. JK asked if the frequency of meetings could be adjusted to reflect the need to have more frequent remote meetings in certain circumstances. ACTION – AE to adjust the ToRs to update remote meeting frequency in certain circumstances</p>
9.	<p>Headteacher's Report (verbal)</p> <p>9.1. Despite all the challenges it has been a good term. Staff have worked relentlessly providing lots of support for the children. Every week we have had new admissions in the school. There's a real resilience coming through from the staff. Monitoring has been minimal, with FR only dropping in where needed.</p> <p>9.2. We haven't had the number of COVID cases seen locally, so management of high levels of hygiene</p>

	<p>have worked. Parents are complying when collecting their children, have been ringing for advice, and providing evidence of test reports.</p> <p>9.3. Generally parents are not making trouble for the school by not wearing masks, there are genuine groups who are exempt because of mental health or believe COVID is a hoax, and prefer not to comply with what the school wants them to do. We have a supportive community on the whole, and the school is doing as well as it can in the present circumstances.</p> <p>9.4. We have got 7 cases overall but haven't hit the 5 cases needed to close a cohort. One child came into school and had to go home when their PCR test was confirmed positive, and the room had to be deep cleaned. But there will be asymptomatic cases in school, so we will continue with the precautions we are doing. We continue to do better than other local schools.</p> <p>9.5. We continue to have staff absences, and still haven't had a fully staffed day, but we have built in sufficient cover capacity and some part-time staff have offered extra hours. It seems the lunchtime and TA staff aren't as resilient as the teaching staff, but we have never reached a point when we can't meet the needs of the children to educate them. Every day has been purposeful, and the teachers have bent over backwards to make it so.</p> <p>9.6. FR hopes the data will reflect this and show we have made some good progress. We have been focusing on reading, and we're seeing positive movement in the children's book reading bands. We have the necessary resources in place to sustain progress in all areas into next term and the future.</p> <p>9.7. The school is rising to its challenges. We are well supported by Governors who have been in to listen to children read and attend school trips, and we are benefitting from volunteers reaching out to the school.</p> <p>9.8. MH acknowledged it's been a hard term and the teachers and children look exhausted, and thanked FR and her team for delivering quality education for the children.</p>
<p>10.</p>	<p>Staff Wellbeing Update</p> <p>10.1. NB and JL met regarding staff wellbeing and JL checked with the ECTs about their wellbeing and find out the concerns they had, which was much appreciated. A few minor changes were made which should have an impact on their wellbeing.</p> <p>10.2. Only small things are done regarding staff wellbeing, but this shows we genuinely care. An open-door policy allows staff to come and talk to us. Overall seasonal tiredness is exasperated by the intake of new SEND children and the struggle to meet their needs, and logistical changes to cover staffing gaps.</p> <p>10.3. In the absence of a Christmas do, staff will congregate in their teams on the last Thursday for a pizza event funded by the school.</p> <p>10.4. JL thanked NB for supporting the wellbeing of staff. The ECTs are extremely happy about being part of this school community. They are very stretched but feel what they are doing is valuable. And the children still have joy when coming to school, which reflects well on the staff. But the Governing Body needs to be aware of the wellbeing of the management staff, and how much hard work they put in, and thank them for what they do.</p>
<p>13.</p>	<p>Policies</p> <p>13.1. <u>Nursery Admissions</u>: was amended to indicate we are now taking in 30-hour children. This will only affect us if we had no spaces in our Nursery and parents appeal to Governors. Our commitment was to take as many children as we could to grow our Nursery to improve our in-year deficit, to support the local community and to improve the level of ability children enter our FS2 class with, which will have a knock on effect for future attainment. As a result we have increased the staffing in Nursery adding a group who are working within the school building. This will ensure we have a buoyant Nursery going forward.</p> <p>13.2. Governors approved the policy.</p>

<p>14.</p>	<p>Governor Recruitment</p> <p>14.1. <u>Parent Governor elections</u>: NP stepped down as a Parent Governor due to changes of work commitment, we also have 3 Co-opted vacancies. KH is on long-term leave as well.</p> <p>14.2. JK said the positive thing about a small governing body is we concentrate more about what we're doing and are more involved in the school. At one point we were 17, which was unmanageable, and then we went down to 12 before increasing it to 14. JK's preference is for a smaller governing body, but governor recruitment is proving difficult, having been through various agencies to try to recruit. A couple of people have been interested, we have contacted them but then we hear nothing further from them. If we go with the parent governor elections and see if we have more who are interested, we could take them on as Co-opted governors.</p> <p>14.3. AM has indicated he will be stepping down as LA Governor at the end of the academic year after many years of service to the school. JK added that KD has also been a governor for many years, she was the Chair of Governors in the Infants for some time prior to the soft federation in 2012.</p> <p>14.4. MH asked when writing the Parent Governor vacancy, can we mention we have Co-opted Governor vacancies as well. FR said we need to look for the capacity in people, Parent Governors need to be mindful that Governors work together as a team, there should be no hidden agendas. The Co-opted Governors needs to be skills-based recruitment, as it is the professionalism we are looking for. It really helps to have people who have a different perspective on school life because they're not part of it. She would rather have fewer governors with good capacity rather than a higher number who do not engage as this creates more work.</p> <p>14.5. These vacancies should be put into the public domain and Facebook to get more publicity. We need to explore other methods rather than sending a letter home which gets ignored and provide a proper description of what being a governor is. AE and JK will meet separately about this.</p> <p>ACTION – AE and JK to meet regarding Parent Governor recruitment</p>
<p>15.</p>	<p>Meetings – venues, times and dates</p> <p>15.1. There was a discussion regarding the most appropriate day. FHSP Committee has already moved over to Thursdays. FGB meetings will remain on Wednesdays.</p> <p>15.2. The next Curriculum Committee meeting is Friday 4 February 2022 with drop ins arranged by Governors during Monday 21 January and Tuesday 1 February. These can be done in school. We'll focus on the catchup sessions first before discussing ICT Deep Dives with NP involved.</p> <p>15.3. Personnel Committee is scheduled for Monday 7 March and Monday 27 June 2022.</p> <p>15.4. MH and JK are frustrated the HTPM happens too late for it to affect the SDP. FR suggested having the HTPM in September which makes it easier to plan for the school. Governors agreed.</p> <p>15.5. JK reminded Governors to fill in Governor Visit forms after their school visits which can then be circulated to the FGB.</p> <p>15.6. When JL visits for PPG meetings, he could also cover his Curriculum drop ins regarding SEND at the same time, combined with his Wellbeing and Forest School visits.</p>
<p>16.</p>	<p>Any Other Business</p> <p>16.1. <u>Governor Training</u>: JK has been attending the Governor for Schools seminars, which have been very interesting, she asked if other governors also find them useful. She has attended ones on Early Years, Headteacher's Performance Management, Experiences of OfSTED (which will be useful even though TK said OfSTED won't visit for a while yet), and Beyond COP26 (extremely interesting and JK circulated notes to governors). As there is a dearth of training from WBC now, these seminars provide a wealth of</p>

	<p>knowledge for governors which is worth taking up, only an hour long. JK is positive as Calcot is doing most of the things suggested.</p> <p>16.2. JL attended the Inclusions seminar with JK, and agreed it widens horizons. AE has set up a folder on SharePoint to house handouts from seminar presentations.</p> <p>16.3. FR reported schools have had different experiences from their OfSTED inspections due to variable inspectors. It is definitely worth reading the OfSTED notes in the SharePoint folder. CP found the notes on HTPM very useful. AE also asked Governors to let her know when Governors attend external training meetings so she can record it.</p> <p>16.4. <u>Performance Management</u>: how to reduce the demand of workload of the SLT needs to be discussed at the next Personnel Committee meeting.</p> <p>ACTION – Reduce SLT workload to be discussed at next Personnel Committee meeting</p> <p>16.5. JK reported the HTPM meeting had gone ahead.</p> <p><i>The meeting closed at 11.30am.</i></p>
	<p>ACTIONS</p>
5.	5.1. AE to amend Business Interest forms.
11.	11.5. Working apprenticeship paragraph to be included within Child Protection and Safeguarding policy.
7.	7.1. AE to do a Doodle Poll for the next Strategy meeting in January.
8.	8.1. AE to adjust the ToRs to update remote meeting frequency in certain circumstances.
14.	14.5. AE and JK to meet regarding Parent Governor recruitment.
16.	16.4. Reduce SLT workload to be discussed at next Personnel Committee meeting.