

# The Calcot Schools

## Minutes of the Full Governing Body Meeting 22.4.

**Held on Thursday 28 April 2022 at 7pm via Microsoft Teams**

**Present:**

Julia Kidd (JK) (Vice Chair)  
 Florence Rostron (FR) (Headteacher)  
 Carolyn Purchase (CP)  
 Joe Lally (JL)  
 Mark Hazelton (MH) (Chair)  
 Katie Dean (KD)  
 Shelly Higgins (SH)  
 Nicky Bate (NB)

**In Attendance:**

Alice Elliott (AE) Clerk  
 Fran Buck (FB) (Assistant Headteacher)

Item	Minutes – Meeting chaired by Mark Hazelton
<b>1.</b>	<p><b>Apologies for absence</b></p> <p>1.1 Apologies were received from and Andrew Marsh (AM), Hugh Baxter (HB), Mary Genis (MG) and Kath Howard (KH).</p> <p><b>Adoption of Governors</b></p> <p>1.2. Governors readopted JL as Co-opted Governor for another term. Proposed by KD, seconded by SH.</p> <p>1.3. FR had approached Mary Genis to become a Governor because of her association with the arts both nationally and locally, as well as her work within schools. She will reflect the diverse community and the school will benefit from her outlook about education and engaging with the community. Her appointment was proposed by JK, seconded by JL and unanimously agreed by Governors who are pleased to have her on board.</p>
<b>2.</b>	<p><b>Declarations of conflict of interest</b></p> <p>2.1. SH has two children in school.</p> <p>2.2. MH has a child in school.</p> <p>2.3. JL has a daughter working in the school.</p>
<b>3.</b>	<p><b>Matters raised under Any Other Business</b></p> <p>3.1. Setting a meeting about OfSTED preparation and the Strategy Plan.</p> <p>3.2. A recent permanent exclusion.</p>
<b>4.</b>	<p><b>Presentation by Fran Buck, literacy lead</b></p> <p>4.1. FB gave a presentation on the school's approach to developing reading.</p> <p>4.2. Reading starts from when children join our Nursery using a phonetic approach, listening and tuning</p>

into sounds. Children also learn letter shapes and match sounds together. This continues throughout KS1. Phonic lessons match with reading books. There are daily lessons and children have homework with reading books and phonic sheets.

4.3. The coloured book band scheme focuses on comprehension and word recognition by sight. This is taught on a 1:1 basis in EY and KS1, ideally every day, though staffing at the moment is difficult. The school has some volunteers but is always happy to have more.

4.4. Once more fluent, children move to group work to listen to each other read and ask questions on what has been read. They take turns to interact and discuss the text. Adult modelling usually happens within the subjects, as off the cuff or through play.

4.5. Interventions offer extra support for reading and phonic work, discussions about the book and how to apply and build on the phonic knowledge. Colour banded books introduce characters and use some words which are not coded phonetically and rely on sight knowledge.

4.6. In Juniors the 1:1 teaching falls away, replaced with daily guided reading sessions using high quality texts as part of the Literacy lesson. There is a daily story session to help develop vocabulary and instil a love for reading. Selected texts are chosen to be more challenging which can be read aloud to the children. 1:1 is still necessary within intervention work.

4.7. There are book corners in all classrooms offering high quality text. Every child has access to books, including the highest and lowest ability readers. A copy of the book the teachers read is also available to help develop reading for pleasure. There are other subjects associated with the curriculum, such as History, providing access to a wide range of topics.

4.8. Recommended texts for each year group are given to families. Year 2s are presented with Year 3 books as an example of what they are striving towards. Governors viewed examples of literacy/guided reading texts to Class Readers, which explore different cultures and topics.

4.9. Benchmark texts are used for assessment from Year 3 to Year 6. This is based on miscue analysis and answering a list of questions based on words recognised by sight or through phonics. This is done at the end of each term, and helps towards finding the appropriate level for children, allowing them to progress through the coloured bands. A child needs to be consistent with their reading before they can move up a band.

4.10. FR said there has been a massive focus on all the pitfalls along the way to find out what to change or improve. We have looked at vocabulary across the curriculum which enables children to read better and more. Reading is a focus for her Masters dissertation, the Literacy Lead also did training as part of the Reading for Pleasure project from the Open University. Our main focus is reading, and we want to maintain that level going forward.

4.11 Data has revealed reading has suffered since COVID, declining over the last 2 years, hence the focus to improve what we are already doing. Teachers and TAs are focused and committed towards reading in the classes, with training from the literacy lead.

4.12. **JL noticed AccelaReader and wanted to know more about it.** This is something used in the Junior school as a rigid programme via iPads. It measures reading progress over a six-week period and looks at the impact on reading. FR said Year 3 has the best reading progress in the school, with stats increasing by 61% since December. If children have reached their expected reading age at the end of Year 3, they are more likely to succeed later on. AccelaReader happens every morning in Year 3. **JL noted the motivation for reading was impressive**, with children happily logging onto their iPads. As a result staff have been able to know who has been doing well and who needs help. FB said the strength of the staff is knowing about each child to provide the required support and ask for help too.

4.13. **CP asked which reading age tests are used and are they still relevant and valuable.** The school uses Salford, but it is not the only method for assessment as it is not always relevant. It consists of a series of sentences read by the child with attached questions verbally read to them. A better version of

	<p>standardised testing would be the child reading a large chunk of text with questions the child could read themselves before answering.</p> <p>4.14. <b>MH asked how do children with limited English cope.</b> A TEFL Teacher for EAL has been an invaluable resource. Refugee children coming into the Infants experience the use of phonics. Junior children learn through phonics and word recognition. If a child can decode a word, they may not recognise it as a real word as they doesn't know the language, but we learn from what the children are picking up. Visual aspects of vocabulary are important to aid understanding. Teachers and TAs are using a varied approach which works for them.</p> <p>4.15. <b>CP emphasised survival language to be able to communicate within their class.</b> This enables them to converse for day-to-day things. FR said Year 6 children went to Year 1, and there was a massive improvement in the Year 6 refugee children as they were able to support the Year 1 children. These children are really blossoming and are making very good progress.</p> <p>4.16. <b>JK noted we have a significant amount of EAL children.</b> FR said statistically these children outperform the others. Some of our best readers are EAL children due to the culture of reading at home.</p> <p>4.17. <b>JL observed a huge amount of support for children to other children, and the multi-media approach using games, inflections on sounds, etc.</b> FB said she was impressed how well children could communicate after only a few lessons.</p> <p>4.18. Governors thanked FB for her presentation. <i>(FB left the meeting)</i></p>
5.	<p><b>Minutes of the previous meeting held on 9 March 2022</b></p> <p>5.1. Governors confirmed these minutes were a correct record.</p> <p>5.2. These minutes will be signed by the Chair as soon as COVID situation has been sufficiently eased to make this possible.</p>
6.	<p><b>Matters arising from previous minutes (if not an agenda item)</b></p> <p>6.1. – 22.3.5.9. Information on the Sanctuary Movement had been sent out.</p> <p>6.2. – 22.3.7.5. Date of Safeguarding network meeting was sent out.</p> <p>6.3. – 22.3.9.12. JK has contacted Mark Lewis.</p>
7.	<p><b>Finance Report</b></p> <p>7.1. <u>Main School Budget</u> – We ended 2021/22 with a higher carry forward than originally predicted, especially since we had forecast deficits and had a lot of additional expenditure, but additional income has resulted in a carry forward of £210k. Staffing costs are running at approx 86% including the new SLT structure and supply costs. The energy budget has been increased to £50k (60% rise in gas). Recent variables have adjusted the Year 3 position, which is as accurate as it can possibly be at the present time.</p> <p>7.2. <u>Out of Hours Budget</u> – There is a new OOH leader who is very proactive with activities and the club is now attracting more children. We are now making a reasonable profit. Whilst the rent to be transferred to the main school budget has slightly decreased, if uptake continues to improve, the situation will be reviewed later in the year.</p> <p>7.3. <u>Kitchen Budget</u> – Transferring to external catering providers has been discussed, but governors feel that at this point in time we will stay with our current catering provision. Having our own kitchens is unusual, as most West Berks schools use external providers. Governors feel that we are able to better cater to our own demographics and allows us to keep a lower meal price than external providers.</p> <p>7.4. <u>Capital Budget</u> – Governors feel there is little point in making any real plans because of the Feasibility Study. £30k is available for any urgent works required, with £20k earmarked towards match-funded bids</p>

	<p>for our own nurturing unit.</p> <p>7.6. <u>Sports Grant</u> – Funding has not been confirmed by the DfE for the next academic year. Schools Accountancy has advised all schools to only budget for the summer term, with expenditure for the autumn and spring terms accommodated within the main school budget. If there is no further funding for sports provision this will hit our finances hard. Our high quality sports provision is an important part of our curriculum enhancement activities. <b>CP commented that this funding was an Olympic legacy.</b></p> <p>7.7. With no further questions <b>Governors approved the budgets.</b></p> <p><b>ACTION – FR and MH to sign the budget sign-off sheet for sending to West Berks.</b></p>
8.	<p><b>Other Committee Reports</b></p> <p>8.1. <u>Curriculum Committee</u>: Meeting in April in which the data analysis was being collated by FR. This has been completed including the target reviews, so a full set of data will be available for the next meeting. JL sent a thorough resume about his Intervention observations. Reading practices were scrutinised. Dates to be set for more observations. A deep dive practice is being done in school in History and Science ready for OfSTED.</p> <p>8.2. <u>Personnel Committee</u>: Meeting in April formally approved the new SLT structure and recruitment. The committee discussed the retirement of the Office Manager after 24 years at the school, and the potential for re-arrangement of the administrative office. Consultation to take place. There was much discussion about wellbeing throughout the whole school, and the need to remind staff they have access to counselling services from WBC and other mechanisms to manage stress. FR and NB are attending a 3-session Mental Health training and will be sharing their report with the committee. A new policy on probationary periods for non-teaching staff was adopted, and other WBC HR policies have been moved to 3 yearly review, unless a newer version comes into force. The committee agreed that we will continue to use WBC as our HR provider as they support us well, and will always use the most up to date relevant WBC HR policy. We will continue to review the Pay and Appraisal policies on an annual basis. The HTPM cycle will be moved earlier to the end of the academic year, to allow her objectives to cascade down the SLT and the rest of the school.</p> <p><b>ACTION: FR to liaise with Tim Kuhles re dates in July/August</b></p>
9.	<p><b>Headteacher’s Report (verbal)</b></p> <p>9.1. We are preparing for OfSTED this term. A useful INSET Day for all staff discussed the vision, behaviour, safeguarding, therapeutic training for new staff, and the impact this has on the children. Tim Kuhles joined to discuss deep dives, and to reassure the staff. A follow up deep dive will happen next week to practice conversations for OfSTED.</p> <p>9.2. Data analysis is positive, all children who are behind have been identified to maintain their progress within relevant intervention groups. All the focus on Writing over the past few years has shown a massive improvement, and a particular focus on Reading and Maths in Year 3 have shown good results.</p> <p>9.3. Summer term is exciting with many events. The Year 3 and 4 trip to London to see the Science Museum and the Lion King at the theatre was a great success. The school received many comments on how well behaved our children were, and feedback from families was very positive. 70 children are going to Aldershot for a Choir performance on Saturday. The school is pleased that this year parents will be invited to attend the Sports, Arts and Carnival Weeks.</p> <p>9.4. <b>JK asked how the trips were funded.</b> Parents contributed no more than £25 and the school funded PPG children. VAT was reclaimable on the tickets and the PTFA funded the transport which kept the actual parental contribution as low as possible. No child was excluded from going because of cost.</p> <p>9.5. <b>KD asked if the minibus has good usage.</b> The parent connection is checking and doing the MOT, and vulnerable children are taken to Sailing Club every week. It continues to be used for sports events.</p>

	<p>9.6. <b>JK asked for an overview of catchup funding.</b> We have used this towards intervention and TA support. The catchup tutoring meant identifying PPG children from the census, and this was a specific amount based on the children we said we would support. They received online tutoring and supply teachers to deliver the tutoring. Although this is ongoing, it has been disrupted, due to staff absences and supply teachers used elsewhere, but this has been protected and you can see the real difference made to some of the children. Year 6 have been offered booster classes which have run relentlessly all year, and since the take up wasn't good, setting this within school hours without missing out on the broad and balanced curriculum was the answer. FR will provide a summary for the website, and this needs to be reported in terms of the budget and census.</p> <p>9.7. <b>JK asked for clarification on the level of persistent absenteeism as governors were surprised to learn we have 77 PAs.</b> Calcot has better attendance statistics than the national average, which is below 93%. We have a lot of persistent absenteeism, but eliminating COVID and Norovirus sickness means it's not as bad as it looks. There are a few poor attendees, but there have been meetings and letters have been sent, engagement with EWO and even referrals to the Emotionally Based School Avoidance Panel which supports children who are anxious about attending school. We are genuinely concerned about some of these children's attendance, and there are others, once you've eliminated the 10 days for sickness allowance, who really are not a worry. A persistent absentee is someone who is below 80%, and if a child has had two or more bouts of COVID or Norovirus, this will affect the absentee statistics. FR will do her own analysis to report to governors.</p> <p>9.8. MH asked FR for an analysis for the persistent absenteeism and also the Catchup intervention as appendices with the minutes.</p> <p><b>ACTION – FR to send persistent absenteeism and also the Catchup intervention reports for the minutes</b></p> <p>9.9. <b>JL asked about the correlation between PPG children and those involved in Safeguarding and absenteeism.</b> FR confirmed this was higher. It's often part of vulnerability and the bigger picture due to child anxiety or parents struggling to get their children to school. PPG children are very mixed though, many have brilliant attendance. It's more complicated than just a single category, as it's much more personalised. It is tracked very carefully as PPG are looked at but not necessarily vulnerable children.</p>
10.	<p><b>Safeguarding</b></p> <p>10.1. AM has been in to check the Single Central Record. The school has also checked other safeguarding systems. Referrals continue, even over Easter, and two ongoing issues regarding social media and grooming are being addressed. A number of CP cases have changed to SIM cases. The school continues to be rigorous and robust about making any referrals which are required.</p>
11.	<p><b>Staff Wellbeing</b></p> <p>11.1. <b>MH noted a WBC scheme on welfare at school.</b> FR reported this has been started, and this will be picked up and progressed with. This also includes the children as well as staff.</p>
12.	<p><b>School Development Plan</b></p> <p>12.1. <u>Feasibility Study:</u> FR, MH &amp; JK met with WBC just before the Easter holiday to review the latest version of the drawings, which now includes additional space to better cater for the high level of SEND in the school. It's not perfect, but it's a step forward. We are currently waiting for the date of a further meeting. JK requested a walk-through of the revised plan with FR in order that governors can report back to WBC as soon as possible. There is a level of frustration as WBC don't answer any questions, especially regarding how a proposed 2-form entry school will accommodate some of our higher 3-form entry classes, and what will happen to the land. FR wants to be able to send information out to the school community in order to get feedback and good ideas from others.</p> <p>12.2. MH said detailed plans have been seen, which apparently is unusual for Stage 1, but they cannot</p>

	<p>answer questions about it. The new plan could be worked with, and the school will be more energy efficient, but the PAN issue requires proper communication before it is signed off, certainly about admissions and needing extra portacabins in the playground to accommodate extra children. FR's biggest worry is taking the land, as this hinders our potential to expand if necessary. WBC admission forecasts do not take into account popularity, as our waiting list is full of first choices, and the intake is 67 in catchment with another 10 siblings on top.</p> <p>12.3. MH said need to set up a talk with WBC before anything is signed off. JK will organise the comments to the plans we have already.</p> <p><b>ACTIONS – Set up a meeting with WBC regarding Feasibility Study</b></p> <p><b>ACTIONS – JK to report on the plans we have already</b></p>
13.	<p><b>Any Other Business</b></p> <p>13.1. <u>Strategy meeting</u>: AE to create a Doodle Poll to find a suitable date within May. MH requested that governors look at the draft Strategy Plan and send in their comments.</p> <p><b>ACTION – AE to create a Doodle Poll for a Strategy meeting</b></p> <p><b>ACTION – Governors to fill in their comments on the draft Strategy Plan</b></p> <p>13.2. Governors agreed it would be preferable to have a face-to-face meeting in school, during the day or evening from 6pm, with a remote screen for anyone who cannot attend in person. A suitable microphone will be required so everybody can hear properly.</p> <p>13.3. <u>Exclusion</u>: FR made Governors aware of a permanent exclusion, which means there is a process which need to be followed. Her decision was based on the provision for the child, and was made with the involvement of the WBC SEND team.</p> <p>13.4. There will need to be a Governor Tribunal Hearing, documents need to be shared with the parent and we need to accommodate any representation she wants to bring. Governors need to either reinstate or approve the exclusion, and if this approved, the parent has a right to go to an External Tribunal. There was a discussion about who will be on the Governor panel, MH will contact individual governors directly to discuss.</p> <p><i>The meeting closed at 9.10pm.</i></p>
	<b>ACTIONS</b>
7.	7.7. <b>FR and MH</b> to sign the budget sign-off sheet for WBC.
8.	8.2 <b>FR</b> to liaise with Tim Kuhles over dates for HTPM in July/August.
9.	9.8. <b>FR</b> to send persistent absenteeism and also the Catchup intervention reports for the minutes.
12.	12.3. <b>JK</b> to set up a meeting with FR & MH regarding Feasibility plan and report back to WBC.
13.	13.1. <b>AE</b> to create a Doodle Poll for a Strategy meeting and <b>ALL</b> to fill in the Strategy Questionnaire.