

The Calcot Schools

Minutes of the

Full Governing Body Meeting 23.1.

Held on Thursday 29 September 2022 at 9.30am at the school

Present:

Julia Kidd (JK) (Joint Chair)
Joe Lally (JL) (Joint Chair)
Florence Rostron (FR) (Headteacher)
Hugh Baxter (HB)
Shelly Higgins (SH)

In Attendance:

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

Item	Minutes – Meeting chaired by Julia Kidd
1.	<p>SEND Presentation by Emma Kirkby</p> <p>1.1. JL noted much of the content of the pupil premium strategy statement was referred to in the Headteacher's Report.</p> <p>1.2. JK welcomed EK and thanked her for all her hard work on this report and over the past year. EK explained this report was due to be submitted in December, but she had done it early for OfSTED.</p> <p>1.3. EK had added new figures in blue to the school overview, which showed a slight dip in percentages, even with more children. These figures were taken from the January as well as the October census, which resulted in a big uplift. This requires watching as it also affects tuition.</p> <p>1.4. JL asked about discrepancies in PPG between the Infants and Juniors. All Infants have FSM, and EK sends out the PPG pack to Year 2 families eligible for FSM and other vulnerable funding. As a result there are many applications in Year 3. However, the school cannot ask every family about their incomes to find out if more are eligible as this is intrusive.</p> <p>1.5. SH suggested sending out the pack with an adapted message saying this impacts on the funding for all children at the school, not just individuals. If more parents apply, then more money will be available. FR said certain families are approached, especially if they cannot afford to pay for trips. EK said a large proportion of families are below the poverty line but don't qualify as the level is very low for PPG funding, ie salary below £7,900 a year.</p> <p>1.6. The £162.118 prediction for the budget may change after the October census.</p> <p>1.7. EK focused on the five challenges outlined in her report. Attendance continues to be a big issue, with families going on holiday in term time when it is cheaper. This mostly occurs after the summer half-term holiday. However some families take advantage of this, and go several times a year. The school could impose fines, EK commentated that the school wouldn't necessarily have to fine every family, but this approach could be divisive and using her headteacher's discretion FR prefers not to fine, but if this is deemed the best way forward we would need a comprehensive policy on this and not just 'at the head teacher's discretion' as this could make it very difficult to maintain positive relationships with families.</p>

1.8. Based on current attendance levels (at the beginning of the year), even 1 day of illness pushes children below the expected levels of attendance.

1.9. **JL asked what is PPG used for.** EK has formed a 3 year plan of academic year activities, which includes trips for the children, outlined on p8 in the report.

1.10. **JK asked about the quality of teaching.** There are some excellent teachers, and all teachers know who the PPG children are. A lot of time is spent in training and INSET Days to update and highlight any new children. NB organises inclusion and pedagogy walks. Books are compared to make sure all children get the same opportunities. All intervention is heavily PPG based.

1.11. The headteacher's data shows the analysis on PPG children and how they are targeted. PPG children in Year 6 performed well, with RWM combined at 50%. All children were 60%, WBC was 31% and the national figure was 43%. Our gap for PPG children is so much narrower than in other schools and WBC in the most recent Footprints visit talked about working with us to support other schools with this.

1.12. Phonics continues to be an attainment target as we are not where we want to be. KS1 is heavily prioritised. **HB asked why.** This cohort has been massively affected by Lockdown. Many PPG families didn't come into school to engage, and this continued after the school went back. Continuance is lacking at home. FR noted some research into children with and without resources at home shows this is not always the case, and even children with books at home will continue not to read without purposeful engagement.

1.13. FSM has always been a high priority, well identified and managed. However 50% means half of the children didn't achieve the expected levels, and it is unlikely we will meet the DfE's target of 90% this year. Reading results were lower this year, as comprehension levels have dropped, but we are continuing to address this as a whole school priority. Results at EYFS last year were very encouraging as we achieved better than local and National levels here and early Reading is a huge priority to ensure children get this right from the very beginning. We will see this impact on Phonics results in Year 1 this year and in KS1 data in 2024.

1.14. The school has invested into 'Bug Club' this year, an online comprehension programme for use throughout the school. It consists of 21 books with linked curricular activities and access to an online library from home. This is for all children, and we will work with families to ensure all children have access and appropriate devices at home.

1.15. **JL asked about the robust dependence upon technology within the school.** The insurance claim from last term went through, so we were able to replace 90 computer batteries. The school has been identified for a high fibre internet connection. It is important children become savvy with technology, as this will help them prepare for their next stage of education.

1.16. **JL asked about technology encouraging parents to apply for PPG and vulnerable children funding.** The school is investing in Lexia45, a programme which identifies children for intervention. This input is directed to the teachers to provide lessons for certain areas to drive the children forward. FR has applied for a 30-day free trial, and if this does make a difference to children within that time, she will invest in the £4k for 3 years for 50 licences. **JL noted this has a high commitment.** The trials require support and is being implemented in assemblies and online so children will not miss out on other curricular lessons. If it works, a slot will need to be found within school time to accommodate this.

1.17. Another online programme, Doodle Maths, provides access at home and at school and is also diagnostic to encourage progression. Research into these kinds of programmes is obtainable from the Education Endowment Foundation (EEF) and JK noted this also includes support for Governors.

1.18. EK reported the 5 challenges also allocate children for tuition via the pupil census. Suitable funding for tuition is in place. **JL asked about recommended tutors.** This has changed, with only 3 children per group. A qualified teacher doesn't require additional training, but TAs must have 11 hours training outside their directed time. Staff and children are being identified who quality and will commit to this. However, some parents may decline this for their children if the tutoring happens out of school hours. This scenario

	<p>was seen last year, and we will have to look at tutors and timings to ensure the right children get the support they need.</p> <p>1.19. JL asked if ECTs are required to do additional work as we have a relatively high number within the school. There is no requirement for ECTs to take on any additional responsibility. Some have taken on responsibility for clubs this term, but none of the ECTs are taking on additional tutoring.</p> <p>1.20 SEND: There are high levels of SEND in the school compared to national and WBC levels. There are children with a specific learning difficulty, speech and language, autistic (quite a large number and many have been diagnosed privately). There are increasing numbers of children with complex needs and we are struggling to recruit enough support staff to work with these children.</p> <p>1.21 The Infant school results are lower than the national and LA levels, the school has a high level of speech and language issues which has significant impact. AHSD and physical disability also present a problem. JL asked how this impacted upon the building environment. Yes this does as we have had to provide ramps and other necessary equipment. JL was concerned that some autistic behaviour could become dangerous. EK is only able to capture children with a diagnosis on the provision maps charts, and there are many more children who are not diagnosed but on the pathway. Other SENCOs in other schools are reporting similar levels of children with complex needs, speech and language assistance is only available to 4 children this term, and the school has 25 on its case load, with further children in Y1 who were not seen last academic year who need to be assessed.</p> <p>1.22. JL asked is the school getting more children from parent personal recommendation or from WBC. It tends to be parental recommendation or children transferring from another school, but it is proving very difficult to recruit suitable staff for the necessary 1:1 contact.</p> <p>1.23. EK has to report on the website how the school needs to change to make it more accessible, especially with the very high need in the Infants.</p> <p>1.24. EHCPs are being pushed back because WBC is overwhelmed with applications. There is a significant increase in teenage applications who found Lockdown traumatic. Even at Calcot teachers help anxious children in the playground at the beginning of each day and this number is increasing. The first parent forum of this academic year will be an open forum to discuss children with anxiety.</p> <p>1.25 JK thanked EK for her report. <i>(EK left the meeting at 10.45am)</i></p>
2.	<p>Apologies for absence</p> <p>2.1. Apologies were received from Carolyn Purchase (CP), Mark Hazelton (MH), Nicky Bate (NB), but not from Katie Dean (KD) and Mary Genis (MG). The meeting was quorate.</p>
3.	<p>Declarations of conflict of interest</p> <p>3.1. SH has two children in school. JL has a daughter working in the school.</p>
4.	<p>Election of Officers</p> <p>4.1. Governors approved the election of JK and JL as Joint Chairs.</p> <p>4.2. There will be no Vice Chair because of having 2 Chairs.</p> <p>4.3. JK had emailed MH to thank him for his time as Chair.</p>
5.	<p>Minutes of the previous meeting (13 July 2022)</p> <p>5.1. Governors confirmed these minutes were a correct record; they were signed by the Chair.</p>

6.	<p>Matters arising (if not an agenda item)</p> <p>6.1. – 22.5.6.11. FR to contact Nick Piper regarding SLA child number predictions. ACTION - FR to contact Nick Piper regarding SLA child number predictions</p> <p>6.2. – 22.5.9.1. Infant curriculum progression presentation will be held at the next FGB meeting.</p>
7.	<p>Governor Business</p> <p>7.1. Governors agreed for MH to become a Co-opted Governor to allow the Board to recruit a replacement parent governor.</p> <p>7.2. AE and JK will liaise regarding the Parent Governor election. ACTION - AE and JK to liaise regarding the Parent Governor election</p> <p>7.3. We have asked WBC about finding a new LA Governor, who have passed on the responsibility to us. JK suggested the possibility of one of the Co-opted Governors transferring their role over to the LA Governor. However, the processes required means this will not be immediate, as the application has to be approved by several committees. Applicants can be put off by this, so the vacancy remains open. If we have several applicants for Parent Governor, maybe one of these could become an LA Governor. JK said she would prefer an experienced governor for this role.</p> <p>7.4. Governors appointed KD, CP and JK for the HTPM panel.</p> <p>7.5. AE will post the Governors' Register of Business and Pecuniary Interest forms and Code of Conduct to Governors with instructions to sign and send back to her or the school. ACTION – AE to post the Governors' Register of Business and Pecuniary Interest forms and Code of Conduct to Governors</p>
8.	<p>Committee structure review and membership</p> <p>8.1. The committee structure was discussed and agreed in the July FGB with no recommended changes. HB agreed to join the Personnel Committee.</p>
9.	<p>Governor special appointments</p> <p>9.1. Numeracy, Literacy and ICT will be changed to Maths, English and Computing in line with OfSTED speak.</p> <p>9.2. English will be monitored by the FGB through JK.</p> <p>9.3. Computing is no longer needed, as the school is up to date with technology.</p> <p>9.4. Other appointments remained the same.</p>
10.	<p>School Development Plan</p> <p>10.1. The Feasibility Study has not moved forward, as the meeting to discuss why the school should retain all its land was cancelled by the LA. JL was keen to emphasise the need for SEND provision. FR said this also included the refugees. WBC are being very slow as the first stage has to be confirmed before going to the planning stage.</p>
11.	<p>Committee Reports</p> <p>11.1. The Curriculum Committee has had to be rescheduled.</p> <p>11.2. Governors met in September to discuss preparing for Ofsted.</p>

12.	<p>School Streets Update</p> <p>12.1. A consultation has been sent out regarding camera surveyance. Parents have not been compliant since the start of the academic year, and either drive in or speed past, making the situation dangerous. JL expressed his concern that families think it's still safe when it isn't. The neighbours have been complaining as well. JL to report this to WBC.</p> <p>ACTION - JL to report the School Streets issues to WBC</p>
14.	<p>Safeguarding Update</p> <p>14.1. The Single Central Record Tracker has been installed. It has highlighted some long term staff who should have had confirmation of a medical check when they started working at the school. FR is one of these. We have now rectified this with Occupational Health.</p> <p>14.2. FR and SH have met. There are 9 children under assessment at the moment, with an additional 3 children under Child Protection Plans, 2 under Children in Need Plans and 3 as LAC (SCO). A referral can be made from any agency and will be accessed for severity. It can take up to 40 days to get an assessment. FR proactively checks in, however WBC's system is overwhelmed. It is the same with RBC, who are not taking any phone calls, only referrals in writing and with parental consent. Safeguarding is relentless in schools at the moment and remains our highest priority.</p> <p>14.3. JL asked if LAs have a named person for Safeguarding. There is the LADO, who deals with referrals against members of staff. The child section is struggling with extremely high levels of referrals, and we are finding that social workers are not always responding to calls which has caused frustrations for staff and families.</p> <p>14.4. JL asked if this had an impact on the school. It has had an impact on FR. For many children school is the best place for them. It is also affecting the wellbeing of staff with the number of reports they have to submit. For example, sometimes MASH reports need to be turned around on the same day which causes difficulties as staff are teaching and not all staff work full time.</p> <p>14.4. JK noted the 22% persistence absence figures. There is an enthusiastic new EWO, who is robust and very proactive. FR feels some of these children are struggling emotionally. The school has all the correct processes which the EWO will support. Parents are also being given advice from GPs not to make their child come in if they are anxious. This is difficult to manage.</p> <p>14.5. A lot of absence is reported by over-anxious parents worried about COVID symptoms. The guidance has changed: 3 days at home and to return if the child doesn't have a temperature.</p> <p>14.6. Governors need to report back when they have read the KCSIE document.</p> <p>ACTION – Governors to report back when they have read the KCSIE document</p> <p>14.7. SH and CP have liaised over a Child Protection quiz which will be sent to Governors to test their knowledge.</p> <p>ACTION – SH to send Child Protection quiz to Governors</p> <p>14.8. Governors approved the WBC updated Child Protection and Safeguarding Policy.</p>
13.	<p>Headteacher's Written Report</p> <p>13.1. FR and Tim Kuhles (TK) have met regarding the school's SEF, which is a document in progress. This is about celebrating the positives within the school to give to OFSTED. FR aims to complete this by Monday and then email it to Governors.</p> <p>ACTION – FR to email completed SEF to Governors</p> <p>13.2. The SEF is an evaluation of where the school assesses itself to be at this point in time. It shows we are on track, there are no areas of concern that we are not already aware of. The SEF reports what is</p>

	<p>going well, what has made a difference and what the school is doing to counteract the challenges.</p> <p>13.3. Staff Absence: FR circulated data analysis of 2020-21. 1,045 days were lost last year to staff absence. 335 of these days lost were due to COVID. Personnel Committee to review this further.</p> <p>13.4. FR will look at whether some of the long-term absence could be claimed on insurance. Maternity costs and TAs are not covered on the staff absence insurance. There is no previous year comparative data.</p> <p>13.5. HB asked how this compared with other schools. FR has spoken with other headteachers who have also done this analysis. JL asked if WBC also do this. FR has received a review of COVID, but this hasn't been drilled down by school. JK suggested the staff census done in November might provide something. FR reported staff continue to be anxious about COVID. Compassionate and dependence absence is high, especially within the TAs. FR's discretion allows 5 paid days for this.</p> <p>13.6. JL asked how much contact does the school have with staff absent with mental illness. The school follows HR advice; there is a nominated person who touches base usually on a weekly basis. There are wellbeing action plans available to use. FR will send this to Personnel Governors for information.</p> <p>ACTION – FR to send Wellbeing Action Plan information to Personnel Governors</p> <p>13.7. JL asked if Governors should attend INSET Days. FR said if any are relevant to Governors she will invite them, for example, the Reading for Pleasure on 31 October. There are plenty of other events Governors can attend, including hearing children read.</p> <p>13.8. JL would like to continue his wellbeing meetings with staff, especially the ECTs. JK suggested firstly asking the staff whether they would like the meetings to continue. The recent staff questionnaire results will provide this information. NB does an induction for staff in self-care, which could be included in the staff handbook.</p> <p>13.9. JL asked if staff know who they can talk to or have access to a telephone number. This is sent out and the information recorded in the staff handbook.</p> <p>13.10. JK noted the results from the recent H&S audit, and offered her huge congratulations to the SBM and her team for achieving 93.8% and an outstanding judgement.</p> <p>13.11. Even though the PAN is 60, the school is increasing in numbers. We have appointed an additional teacher in Reception, but this leaves us without available space for another Nursery classroom. The last time the school was over 500 children was in 2016/17.</p> <p>13.12. JL asked if all the positives are reported back to staff. FR agrees this happens at every staff meeting, but often only the problems are remembered. The staff are perfectionists and the expected OfSTED inspection is increasing the levels of stress.</p>
15.	<p>Policies</p> <p>15.1. <u>Nursery Admissions</u> and <u>Standing Orders</u> were approved.</p>
16.	<p>Sustainability</p> <p>16.1. Covered under 10.</p>
17.	<p>Staff Wellbeing Update</p> <p>17.1. Covered under 12.</p>
18.	<p>Clerk Business</p> <p>18.1. The meeting timing (9.30am) was approved, along with the meeting dates.</p> <p>18.2. New contact details from Governors need to be sent to AE asap.</p> <p>ACTION – New contact details from Governors to be sent to AE</p>

	<p>18.3. AE has sent round the Governor training brochure. JK was annoyed the latest HTPM training was cancelled because of the Queen's funeral. HB reported he could now access the National College.</p> <p>18.4. The skills audit should be sent to SH and MG. This also might be good to identify skills in the new governors. JK was satisfied with the skills level in the Governing Board at present.</p> <p>ACTION – AE to send skills audit to SH and MG</p>
19.	<p>Any Other Business</p> <p>19.1. There is nothing the school can do about the Waste Incinerator proposals. JK assumed all the emissions prevention is up to date.</p> <p>19.2. FR reported the results of the latest Parent Questionnaire. Disappointingly reports of bullying have increased again. This was dealt with last year, but more incidents have occurred; the school has followed these through each time. However, 100% of children said they felt safe in the Infants school and 96% in the Junior school. FR reported less questionnaire responses than usual, 100 less than last year.</p> <p>19.3. FR would like to start a Parent Forum again. So far only 3 parents have expressed an interest, FR would like more from different cohorts.</p> <p>19.4. HB asked if the bullying involved a small number of people. Yes, a few individuals whose behaviour has been affected by Lockdown resulting in difficulties with social skills. JL asked if the bullying was at a high level. It is mainly unkindness, but parental perceptions see this differently. Any children acting out of character will be given additional support, such as Time to Talk and help from support staff. JK was concerned children carry back to school bad behaviour they witness at home. This is certainly the case, and parental advice is not always suitable or tolerated in school.</p> <p>19.5. The school's Weekly Newsletter should be sent to Governors.</p> <p>ACTION – School's Weekly Newsletter to be sent to Governors</p> <p><i>The meeting closed at 12noon.</i></p>
	<p>ACTIONS</p>
6.	6.1. FR to contact Nick Piper regarding input into a working party on child number predictions.
7.	7.2. AE and JK to liaise regarding the Parent Governor election. 7.5. AE to post the Governors' Register of Business and Pecuniary Interest forms and Code of Conduct to Governors.
12.	12.1. JL to report the School Streets issues to WBC.
14.	14.6. ALL to report back when have read the KCSIE document. 14.7. SH to send Child Protection quiz to Governors.
13.	13.1. FR to email SEF to Governors. 13.2. Staff Absence report to be reviewed by Personnel Committee (agenda item) 13.6. FR to send Wellbeing Action Plan information to Personnel Governors (via AE).
18.	18.2. ALL to send new contact details from Governors to AE. 18.4. AE to send skills audit to SH and MG.
19.	19.5. AE to send school's Weekly Newsletter to Governors.