

**HAREFIELD INFANT SCHOOL GOVERNING BODY &
HAREFIELD JUNIOR SCHOOL GOVERNING BODY
FULL GOVERNING BODY MEETING**

Thursday 24th November 2016 at 7:15pm, Harefield Junior School

Chair:	Mr B Evans
Executive Headteacher:	Mrs B Lloyd
Head of School, Junior School:	Ms K Ryan
Head of School, Infant School:	Mrs J Moss

Governors Present:

Dr P Bassill	Mrs L Boden	Ms F O’Sullivan	Mr D Todd
Mr B Evans	Mrs C Evans	Mrs S Hooson-Jones	Mrs B Lloyd
Mrs J Moss	Mrs M Hayes	Mrs R Scott	Ms L Stanton
Mrs L Boden			

Clerk: Mrs K O’Donnell

		Action	<i>Governing Body</i>
1.	<p><u>Welcome & Apologies</u></p> <p>Mr Evans welcomed Governors to the meeting. Apologies were received from Ms J Holland, Mrs S Soanes, Mr S Niranjana and Mr S Henderson. Cllr Higgins did not attend and no apologies were received. Mr Evans welcomed Mr D Todd and Mrs M Hayes to the Infant and Junior Schools Governing Bodies. All Governors introduced themselves to Mr Todd and Mrs Hayes – Parent Governors for the Infant School.</p> <p><u>Declaration of Pecuniary Interests</u></p> <p>None other than previously recorded.</p>		<i>Both</i>
2.	<p><u>Minutes of FGB Meeting Held on 6th October 2016 – Matters Arising</u></p> <p><u>Strategic Planning</u> Mr Evans confirmed that he is attending the Academy Options event with the Local Authority on 8th December 2016. Action ongoing.</p> <p><u>Defibrillator Training</u> Ms Stanton confirmed that this has been completed and both Mrs Scott and Ms Stanton attended. Mr Evans thanked Mr Niranjana and his colleagues for doing the training. Action Closed.</p> <p><u>School House</u> Mr Evans confirmed that he has now received a response from the Local Authority</p>		<i>Both</i>

	<p>regarding the School House; originally the Local Authority had stated that the house could be let to teaching staff, they have now amended the remit and it can be let to a member of staff not just teaching staff. Mr Evans and Mrs Scott will be named on the lease and currently they are awaiting the new lease from the Local Authority, this is being chased up by Ms J Palmer. Action ongoing.</p> <p><u>School Catering</u> Mr Evans confirmed that the Infant School is currently in the process of terminating the contract with the current caterers and this is proceeding well. Mrs Evans asked what is happening with the current catering staff and whether they will transfer over and work with the new caterer. Mr Evans confirmed that all information will be passed over to the new caterers and ultimately it is their decision.</p> <p><u>Harefield Academy Governing Body</u> Mr Evans confirmed that Mrs Lloyd has now joined the Harefield Academy Governing Body. Mrs O’Sullivan confirmed that this has been very well received at the Academy and thanked Mrs Lloyd for this.</p> <p><u>Children’s Centre Service Level Agreements (SLA)</u> Ms Stanton has raised this with the Local Authority and is still waiting for a response from the Local Authority. Ms Stanton added that late this afternoon she has received an email to attend a meeting at the Civic Centre on 9th December 2016; this meeting is as an outcome of the Children’s Centre Review, so hopefully she will have more information at the next FGB meeting.</p> <p><u>Sub Committee Membership</u> Mr Evans confirmed to Governors that they are able to join a subcommittee if they so wish. Mrs Hayes confirmed that she would like to join the curriculum subcommittee and Mr Hayes confirmed that he would like to join the Inclusion subcommittee. Mrs O’Donnell will update the Sub-Committee membership details and circulate to Governors.</p> <p><u>Finance Policy</u> The Finance policies in both schools needed to be updated to confirm that Head of School will have safe keys. Mrs Lloyd confirmed that this needs to be actioned and she will get the Business Managers in both the Infant and Junior School to action ASAP.</p> <p><u>School Signs & ID Badges</u> Mr Evans had requested that the new school signs and identification badges clearly show each school as separate rather than Harefield Infant and Junior School. Mrs Lloyd confirmed that the identification badges have been amended, the signs have been ordered and signed off, but she is not sure whether they have been put up as yet. Action Ongoing.</p> <p><u>Headteacher Questions</u> Mr Evans highlighted to Governors that when headteachers reports are on the agenda which is generally every other FGB meeting then headteachers questions are not applicable. Unless they are questions that are applicable to the report.</p> <p><u>Curriculum Policies</u> Mrs Evans asked that both Heads of School check to see if any Curriculum policies require updating/reviewing. Mrs Moss and Ms Ryan will action this.</p> <p>Governors agreed the minutes.</p>	<p><i>Both</i></p> <p>KO</p> <p>BL</p> <p>BL</p> <p>JM & KR</p>	<p><i>Both</i></p>
3.	<u>Sub Committee reports</u>		<i>Both</i>

<p>writing and reading expressed as a percentage. It also detailed what the averages were for the Local Authority and Nationally. At foundation stage the combined reading, writing and mathematics is 75%. The national average is 61%. The children have attained well against both National and Hillingdon averages. The Thinking Schools and Philosophy for Children has had a positive impact on the development of higher level thinking skills and this is evident in the attainment of the children at greater depth. The staff has worked hard at identifying the gaps in the children's knowledge and understanding, and teaching to those gaps that will accelerate the learning. The NACE award has helped us develop our practice with more able children coupled with three challenge days per year. Reading is 9% higher than national average at the expected level and in greater depth is 22% higher. Writing is 11% higher than national average at the expected level and in great depth is 19% higher. Mathematics is 5% higher than national average at the expected level and in greater depth is 23% higher. The report also provided data for year 1 phonics.</p> <p>The report also commented that 'Front of House' staff are all trained to meet the requirements of Safeguarding and Safer recruitment. The Staff are very efficient and polite, checked ID and drew my attention to the reverse side of the visitors badge (safeguarding info) etc.</p> <p>The Infant School has been awarded a Bronze award for their 'Thinking School' and has been selected to become a Hub school for this.</p> <p>The Head of School has been on learning walks and has changed the way feedback is given, she also feeds back to the children about their lesson and this helps the children understand why they are learning what they are and how this will help them. The Head of School went on a guided reading learning walk on 13th October 2016, the learning walk objectives were:</p> <ul style="list-style-type: none"> -To read carefully -To understand the text -To read for pleasure and enjoyment -To embed thinking skills in learning -To work independently <p>The areas looked at were – Books, classroom management, Display, Classroom Organisation, When talking to the children, Whole Class, When we listened and talked to the teachers, Questioning.</p> <p>Guided Reading Learning Report was circulated to Governors at the Curriculum meeting.</p> <p>An Environment Learning walk was also completed in September 2016 in nursery and reception. Again, the report from this was circulated to Governors; the report has two headings 'Tickled Pink' and 'Green for Growth'.</p> <p>Tickled Pink – supporting Literacy and Numeracy and what they are doing and Green for Growth – areas for improvement.</p> <p>Under Tickled Pink:</p> <ul style="list-style-type: none"> -The alphabet in the unit -Days of the week and months of the year 		
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	<ul style="list-style-type: none"> -Topic books displayed -Inviting reading areas -Writing areas -Target Walls -Phonics Posters -Handwriting posters -Birthday displays -‘Unit Charter’ rules displayed in all reception classes -Thinking and learning wall displays with questions -Thinking and learning wall display with photographs seen in one class -Mind maps -Large 100 squares Many number lines in the unit -2D and 3D shapes and names -‘Today Learning’ board. <p>Research shows that an environment that supports learning can help children make accelerated progress.</p> <p>Under Green for Growth</p> <ul style="list-style-type: none"> -All classes to have photographs depicting the children learning through the Thinking School. -The alphabet to be displayed in writing area outside -Large numbers displayed in and outside. <p>Junior School</p> <p>The Junior School had joint moderation day with the Infant School and they took part in training for Jigsaw.</p> <p>The Junior school have had staff meetings as there are two new policies in place for behaviour, they have started using sanctions and staff are looking at golden time for children who don’t misbehave. The school will inform parents of the new behaviour policy, they will send letters to parents and children have been informed in assembly.</p> <p>The Junior School recently had an inset for guided reading to strengthen practice, all children have guided reading sessions in groups of 5-6, and this is done daily in class for around 20/25 minutes.</p> <p>The English coordinator in the Junior School, recently carried out an English book scrutiny in October 2016– a sample of English books were looked at from each class throughout KS2 – years 3-6. The findings on this were circulated to Governors at the Curriculum meeting.</p> <p>Strengths were;- listed:</p> <ul style="list-style-type: none"> -Work is well marked with some good examples of peer assessment. -There was a good/sufficient amount of work in pupil’s books. -Pupils usually respond to guidance given by the teacher. -Targets were in place for all pupils -Pupils are informed about what has gone well. 		<i>Junior</i>
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<p>Areas for Development:</p> <ul style="list-style-type: none"> -Standards of presentation should be reinforced in particular year groups. -Differentiation needs some development to support the needs of all pupils -Next step comments could be more active to support the learning taking place. <p>The Executive Headteacher and Head of School are working on a new observation schedule and the focus of the observation is “progress over time”. A report was circulated to Governors at the meeting and this confirmed that overall, in the lessons observed, children made good progress, in their understanding of the subject being taught. Where teachers had good subject knowledge, especially with grammar, the children made accelerated progress. When the teachers reminded the children of the expectations of learning, look at me, good listening, good thinking, peer discussions and reviews, the children’s learning improved through greater concentration. A mixture of differentiated work demonstrated that teachers had considered the needs of individual learners. When the activity was adapted to the learner and not just by the outcome children were able to work independently and make good progress. The report looked at other areas including:- quality of the marking to move learning on, exposition, behaviour for learning, classroom environment, pupil voice, questioning skills, use of positive feedback.</p> <p>The Junior School recently had educational consultants Barbara Firth and John Broadbent into school and they looked at two key areas:</p> <ul style="list-style-type: none"> -The quality and consistency of feedback and pupil response -Teachers expectations for the quality of presentation of pupils’ work in pupils writing books. <p>The report confirmed that overall work shared during the scrutiny and discussion demonstrated the following strengths:</p> <ul style="list-style-type: none"> • Across all teaching staff there is a good understanding and an accurate consistency with regards to the schools current marking policy. • All staff demonstrated a reflective attitude towards ensuring that pupils and children achieve their best and are eager to learn and develop their practice. They contribute to lively discussions with their colleagues about how to improve the current M & F policy. • Most pupils were already showing good progress from their individual starting points. • Most pupils take a pride in their work and the quality of presentation is generally good. • There is a keen awareness of teachers with regards to individual pupils’ strength and needs, with clear strategies to promote positive learning interactions between pupils and groups. • High frequency words are usually spelt correctly. • Cross curricular links are evident and support learning in depth e.g. writing a letter for a history topic (year 6). • Good opportunities for writing in depth and which demonstrate at least good progress. • Older children are encouraged to reflect on their work and to make note of ‘what has worked well’ (WWW); this process is useful in that it encourages metacognition through reflection. 		
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	<ul style="list-style-type: none"> Older children are given ample opportunity to effectively self and peer assess. <p>One suggestion to consider to improve practice was for staff to have an opportunity to discuss and reflect on the purpose and impact of 'EARS (exceeded, achieved, revisit, support), WWW (what has worked well) and EBI (even better if). Current policy expects teachers to indicate the pupil's success using the letters 'EARS' as well as writing a comment– and 'WWW' – what went well. It was agreed that this was a duplication of effort and that the time spent writing the WWW would best be focused on improving the quality of EBI. The code given to the work using EARS was sufficient to indicate how well the pupil had achieved the learning objective.</p> <p>Mrs Hayes asked in regards to closing the gap between girls and boys whether the school do separate activities/interventions with the boys, both Heads of School confirmed yes they can and they do.</p> <p>Mrs Evans then summarised that Governors discussed the NACE award at the meeting and that Governors would like to track a selection of children's progress right the way from reception to Year 6, it was discussed that Governors cannot access Classroom Monitor where all the of the children's data is stored due to data protection. This is something Mrs Lloyd is looking into. Mrs Lloyd stated that she was very impressed with data she had seen at the Harefield Academy whereby the Data Manager had used the Fischer Family Trust system to provide anonymised data and would be interested to find out how this is done. Miss O'Sullivan confirmed that she would liaise with the Data Manager and go through this with Mrs Lloyd.</p>	BL & FO	<i>Both</i>
4.	<p><u>Children's Centre</u></p> <p>The Children's Centre Governor report was circulated to Governors prior to the meeting. Ms Stanton updated Governors on the courses that have been going on during the autumn term. These are as follows:</p> <p><u>Attention Hillingdon</u></p> <p>A further Attention Hillingdon programme is underway due to need and demand. The programme is currently on week five of the eight week programme and children can be seen to be making good progress with their attention and listening skills.</p> <p><u>Traveller Floristry Level 1 Qualification</u></p> <p>Following a lot of work and negotiation with Hillingdon Adult and Community Learning and The Harefield Academy, the 15 week course is finally underway. Five parents are completing the course with three girls from The Harefield Academy. All of the participants completed the Introduction to Floristry in March 2016, with one of the girls from the Academy now working at the florist in the Village. Five consistent children are attending crèche and their individual targets are around building attention and listening skills, and staff are using Bucket Time (a technique used in Attention Hillingdon) to support this.</p>	KO	<i>Infant</i> <i>Both</i>

<p><u>Seasons for Growth</u> Seasons for Growth course started last week with five parents booked on, which is the largest group the course has had at the Centre, with the maximum being six. The group have bonded well, begun to open up about their reasons for attending and appear to be committed to the programme.</p> <p><u>Outcomes from Positively You</u> The course designed for women to help understand and manage anxieties, overcome low self-esteem and build confidence has had extremely positive outcomes for those who participated:</p> <ul style="list-style-type: none"> • Parent A has overcome her fear of driving which she has had since her children were born and her fear of flying following her husband being taken seriously unwell abroad on their honeymoon. She now takes the children on trips in the car and has booked a holiday to Lanzarote. • Parent B opened up about her abusive past and has reported to the police those that abused her • Parent C felt able to open up about sensitive personal issues (which she thought that she would not be able to) and create an honest support network. She has since found work. • Parent D has since found temporary work • Parent E is managing her significant anxieties through strategies learnt on the programme. <p>All participants are continuing to be of support to each other following the programme through 'Whats App' and through word of mouth the Centre has 10 people signed up as interested for the course in March.</p> <p><u>Christmas Fundraiser</u> Following the great success of last year's Christmas Fundraiser the Centre is having its second fundraiser at St Mary's Stay and Play on 7th December. There will be a range of stalls, Father Christmas and face painting available at the event and the Centre is selling tickets and raffle tickets in advance. It is hoped that the Centre will be able to purchase equipment from Community Playthings from money raised.</p> <p><u>Staff Training</u></p> <ul style="list-style-type: none"> • Centre Manager has completed training and Understanding Primary School Data • Family Support Worker is scheduled to complete You Mum and Me Training through Women's Aid in January 2017 • Two Child Care Workers are scheduled to complete Forest School Training in January 2017 • Senior Child Care worker has trained to train staff in Brush for Life <p>Ms Stanton also confirmed that the Children's Centre Roof is leaking and the last leak they had is the worst one they have had. Mrs Scott stated that the Governing Body now needs to write to the Local Authority regarding this as it has been ongoing for years and remains unresolved. Governors agreed that Mr B Evans Chair of Governors will write to the local authority and Mrs B Lloyd will write to/contact the local councillor Jane Palmer to see if she can help.</p>	<p>BE & BL</p>	
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5.	<p><u>Finance</u></p> <ul style="list-style-type: none"> • Dr Bassill informed Governors that the DfE has recently issued a matrix regarding Governor Financial Capability. He stated that it would provide good evidence and that Governors should look at this in the next Finance meeting. Dr Bassill will send to Mrs O'Donnell to circulate to Governors. • Mr Evans confirmed that HMRC has contacted schools and confirmed that if schools charge for their after school clubs – then they need to register with HMRC, Mrs Lloyd confirmed that some after school clubs are charged, but by an outside provider, the clubs that the schools provide are free. • Dr Bassill confirmed that Governors need to be aware that the NUT – National Union of Teachers has launched a website looking into ‘Cuts on all schools funding now and until 2020’. <p>Mrs Lloyd stated that together with any funding cuts the Local Authority is launching the 30 hours nursery provision. The school will receive £5 per hour per child on this scheme, it will however cost the school £11.45 per hour, which could mean the school may end up with a financial deficit. Mrs Lloyd further confirmed that the schools business manager is currently looking into this and getting formulas in place to advise Governors of the best way forward. Mrs Lloyd confirmed that they are looking at staffing and what is best for the children and for the school not to go into deficit. Mrs Lloyd confirmed that they will look into different avenues for the 30 hours childcare provision and will update Governors ASAP.</p>	PB & KO	<i>Both</i>
6.	<p><u>Strategic Planning</u></p> <p>Mr Evans confirmed that he will be attending ‘Exploring Academy Options’ event on the 8th December 2016.</p>		<i>Both</i>
7.	<p><u>Headteachers Written Reports</u></p> <p><u>Infant School</u> The Head of School report was circulated to Governors prior to the meeting. Mrs Moss read through and summarised the report as follows:</p> <p><u>Critical Incident</u> We received the very sad news over the half term holiday that our colleague and friend Pam Cater is missing presumed dead whilst on holiday. Pam had worked at the school for 20 years. She retired in July and continued to run an after school art club at the school every Wednesday. It has been a terrible shock for the school community and to support staff and the leadership team in managing this, an Educational Psychologist was brought in. He has given support to those staff that have needed it and provided the leadership teams in the infant and junior school with good advice on how to proceed. The staff have been very professional in their approach to this tragedy despite their own personal sadness. Mrs Moss added that staff attended a memorial service and the school held a reception afterwards.</p>		<i>Both</i> <i>Infant</i>

<p><u>Staff Leaving</u></p> <p>We say goodbye to Ms Stanley this term. She has worked at the school for seven years and has worked very closely with the School Leadership team. We wish her well in her new post where we know she will be a real asset. Mr Evans added thanks from the Governing Body for all of the work Ms Stanley had done for the school.</p> <p>Ms Howe is also leaving us and returning to Wales to be closer to her family. She has been a real asset to Foundation Stage and will be missed by us all. We wish her lots of happiness.</p> <p><u>CPD</u></p> <p>Performance management meetings for 2016/17 were completed by October half term with new targets being set for the academic year ahead and the LSA meetings will start shortly. Targets have been set from Pupil Progress meetings.</p> <p>As part of the Hillside Cluster, Miss Cooper has taken part in science moderation with other schools. This has meant we were able to share our good practice with others, gain ideas for assessment opportunities and therefore maintain our standards.</p> <p>We had successful coaching training from Neil Suggett last year and Infant staff will be teamed with the staff from the Junior school to continue to develop their skills on the ‘living a coaching life-style programme.’ This will further develop their skills as coaches and coachees.</p> <p>To follow on from this theme, The Infant School hosted a joint moderation of writing inset. Teachers from both schools had the opportunity to moderate across all key stages. They found it an invaluable experience in observing starting points, progression and sharing assessment tools.</p> <p>As part of our succession planning, Mrs Kerse, Miss Churchill and Miss Cooper have been doing superb jobs as acting Head of School each Monday, on a rolling programme This has given them an insight into the role and the responsibilities.</p> <p>Katie Frost is undergoing SEND training for her role as SENDCO.</p> <p>Staffs have also attended training in Safeguarding Children, Attention Hillingdon, English for the more Able, Hearing loss in pupils, Defibrillator Training, Treasurer Training and Paediatric First Aid. Staff INSETS have included, Writing, Maths and Reading moderation and Jigsaw.</p> <p><u>ICT</u></p> <p>The school has been busy looking at individual tablets to enhance ICT learning across the curriculum. We aim to purchase 24 Learn Pads which will be adequate for an entire class to use.</p> <p>Mrs Moss confirmed that although the school aims to purchase 24 at the moment they can purchase 16 as there are not enough funds in the budget for this. Mrs Hayes asked how much was needed for this; Mrs Moss stated that she believed around £5000. Mrs Moss added that she hopes to arrange a fund raising day in school to try and raise monies for more learning pads, she is hoping to have a Roald Dahl readathon day, whereby the children get sponsorships to read continuously throughout the day. Ms O’Sullivan stated that she would be more than happy for the student leaders from the Harefield Academy to get involved in this day and help out where possible. Mrs Moss will liaise with Ms O’Sullivan to arrange this.</p> <p><u>Sports Funding</u></p> <p>Scott has continued to teach dance and his associate, Nicole, has joined him in</p>	<p>JM & FO</p>	
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<p>providing outstanding dance teaching to all our children. The school recently sent out a feedback form to parents about asking how parents how they feel their children benefits from dance lessons – the feedback received has been outstanding, a quote from parent feedback, ‘Awesome... Jack loves dance and it has definitely improved his dance moves and his confidence.’</p> <p>Miss Frost is still in the process of collecting all the evidence needed for gaining the Physical Education Active Mark.</p> <p><u>Learning Mentor</u></p> <p>The Learning Mentor runs a lunchtime games club for those children who can sometimes find lunchtimes challenging. This is providing another opportunity for children to learn turn taking and social skills in addition to being able to discuss their problems and explore feelings.</p> <p><u>SES</u></p> <p>The SES has been updated with the new data. We had a Local Authority inspector visit the school in addition to an EYFS health check. Both inspectors gave excellent feedback and the recommendation is for the Infant School to go for ‘Outstanding’ status. Mrs Moss added that the inspector commented that one of things that stood out was the Pupil Premium children and how the school is making a difference for them. Mr Evans commented that the outcomes were very good and wants the Pupil Premium tracked more closely. Mrs Lloyd added they need to report on Pupil Premium.</p> <p><u>Playground development</u></p> <p>The Friends have donated funds for the construction of our new Quiet area. Mr Lewis has now completed it and the children are enjoying the new outdoor reading area. The sensory plants make a fantastic addition and we are keenly awaiting the worms to arrive for their new home in the wormery.</p> <p>We are dedicating our wonderful new Storytelling Chair, crafted by Mr Lewis, to the memory of our very special friend and colleague Mrs Cater. Etched into this chair will be the leaves she had made drawings of while working in Forest School, pictures taken from her favourite children’s book and a plaque in her memory. There is also a stone she loved buried in the arm of the chair. She will be truly missed by us all.</p> <p><u>Enrichment activities</u></p> <p>Year 1 enjoyed having the Planetarium visit the school as part of their Space topic. They learned many facts about the Solar system and it was a wonderful experience for all. Football, Cheerleading, and Guitar afterschool clubs continue to be popular choices and Gardening club ensures our children learn how plants grow best. Art and Reading clubs will begin again in the spring term. Forest school has continued to run well this autumn despite a setback during the summer. The children have been team building, den making and learning to whittle sticks.</p> <p><u>Open Day</u></p> <p>To promote our excellent school we are holding an Open Day on Friday 9th December. The morning will consist of a visit to our ‘Jewel in the crown,’ our Forest School and we look forward to showcasing our wonderful learning environment and our fantastic children. The School council will take part in this event and will be involved in showing visitors around the school. Mrs Scott asked if the school would like a Governor to attend the open day, Mrs Moss confirmed that yes they would.</p>		
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<p>Mrs Moss thanked the Governing Body for their continued support.</p> <p>There were no further questions from Governors.</p> <p><u>Junior School</u></p> <p>The Head of School report was circulated to Governors prior to the meeting.</p> <p>Ms Ryan confirmed the following:</p> <p><u>Personnel Changes</u></p> <p>Miss Pearce will be leaving the school at Christmas. She has secured a teaching post at another school in Hillingdon. Miss Jarvis, one of our teaching assistants will also be leaving after Christmas on maternity leave. We are presently attempting to replace Miss Pearce. There is a teacher shortage and it is a challenging environment to recruit a suitable candidate at this time of the year. The school hopes to secure a strong candidate for this position. Mr Evans asked if it was difficult to recruit a teacher this late in the term for someone to start in January 2017, Mrs Ryan confirmed that the resignation was not received until the 31st October which is the last day on the deadline for teaching staff to give their notice, so a teacher who is now looking for a new position and is currently working in a school they would not be able to start until the Easter term.</p> <p><u>Continuous Professional Development (CPD)</u></p> <p>Ms Ryan confirmed that a key aspect of our training has been the School Development Plan where staff and governors drew up initial ideas for school development. Our INSET programme has been set up to ensure training needs are met to deliver our School Development Plan. We have also devoted INSET time to guided reading, SEND support and the new approach to assessment that the school has adopted. On the initial training day we also covered 'Jigsaw', one of our main priorities for this year, as well as Child Protection and Safeguarding procedures for all staff.</p> <p>The staff in their second year of teaching will attend their own individualised programme that leads on from their NQT training. This programme will run for a year and secures their development from last year.</p> <p>The school has also purchased a comprehensive 'Grand Cluster' training package that is led by Neil Suggett aimed at middle management and senior leaders. At present Miss Mayling, Miss Evans, Miss Peddle and Miss Macken have been on courses run by this package and this should offer excellent support for our senior and middle leadership teams.</p> <p>Furthermore Mrs Taylor and Mrs Lloyd have attended FFT Aspire training focusing on data and we have arranged for FFT to come into both the Infant and Junior School in January to train all SLT staff on FFT Aspire so that they can use it to analyse data and set targets.</p> <p>Following on from coaching training from Neil Suggett last year, Mrs Rudge, Mr Coren and Miss Evans will be continuing to develop their skills on the 'living a coaching life-style programme'. This will give them an opportunity to develop their own coaching skills and to coach others to be successful.</p> <p>Miss Ryan stated that she and Mrs Feek recently attended the 'Refresher Safeguard</p>		<p><i>Juniors</i></p>
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that they are below national average. Ms Ryan provided Governors with a breakdown of pupil premium figures for each class and they are as follows: 3PF- 28%, 3R- 21%, 3H- 26%,4C- 30%,4P-17%,4MK- 30%, 5E-29%,5C-24%, 5P- 26%, 6T -19%, 6M-14%, 6Mo- 26%.

Ms Ryan confirmed that the following are the targeted/specific programmes run to help with emotional and academic needs to help close the gap for our Pupil Premium children. Other areas are to allow opportunity outside of the curriculum and to ensure that all children are ready to learn before they enter the classroom.

- Intervention/small group work with a teacher or a TA
- 1:1 tuition
- Intervention programmes –e.g. Fresh Start, Wordblaze, and 5 min box.
- Learning mentor sessions – 1:1 Nurture, Seasons for Growth, self-esteem...
- Art therapist/Councillor
- Breakfast club (Free of charge to our PPM and Ever 6 pupils)
- Hot School meal at lunchtime
- A range of after school clubs
- Key support worker – To work with vulnerable families as part of Early Intervention including supporting attendance with Mrs Dobson.
- Assistance with Educational visits
- Assistance with Year 6 School Journey.
- More able children are being challenged e.g. challenge box, Hedron club, open ended homework.

Child Protection

Child Protection and safeguarding work is led by Mrs Lloyd and Miss Ryan. They are supported by Mrs Feek, our learning mentor and Governor Mrs Hoosen-Jones. Miss Ryan completed safeguarding training with all staff including TAs and SMSAs. All staff are given Safeguarding training and a copy of our policy as part of induction.

Inclusion – 2016/17

EHCPs: - There are 10 children on ECHP/Statements at school

Breakdown by Year Group

Year 3 - 0

Year 4 - 5 (3 ECHPs and 2 statements)

Year 5 - 3 (1 ECHPs and 2 statements)

Year 6- 2 (2 ECHPs)

Breakdown by area of Need

Speech Language and Communication 6

Emotional , Behavioural and Mental Health 1

Physical Disability 1

Cognition and Learning 2

Other Update

Jigsaw

The Jigsaw programme has been successfully started following the INSET in September. Each unit is started with a whole school assembly on Mondays and dedicated time on Tuesday mornings is given to continuing the theme throughout the school. The children are really enjoying the lessons and Mr Coren's class presented an excellent class assembly on Thursday 17th November on friendship and working as a team based on the work covered in Jigsaw. Miss Mayling and

	<p>Mrs Hearse delivered a joint staff meeting to review and evaluate the scheme so far and to explain and develop the assessment tool and how it can be used.</p> <p><u>Art therapist/Counsellor</u></p> <p>Ms Ryan confirmed that from September the Junior School have had Samantha Oppenheimer, an Art Therapist, coming in to work with identified children. She is currently working with three children, two of whom transitioned from the Infant School.</p> <p>We also have Sandra Hutchinson Melton a counsellor from MIND in Uxbridge working with three identified children. This service is the same as The Academy and we hope that using them will provide stability and continuity at transition for the children and families using the service.</p> <p><u>Behaviour</u></p> <p>Ms Ryan confirmed that behaviour has been a whole school focus. The Junior School policy has been updated, a letter has been sent home to parents to inform them and the policy is on the school website. The children have been informed by Miss Ryan about the new procedures in a whole school assembly. All staff have received training and each class has a behaviour folder to refer to. The sanction room is up and running and all staff have agreed to oversee the room on a weekly rota.</p> <p>We are also working closely with behaviour consultant Paula Ashby on a range of techniques. She will be training and supporting teaching staff, support staff and SMSAs with positive reinforcement as well as techniques for more extreme behaviour in the classroom and playground.</p> <p>We have also opened three rooms for children to choose from if they would prefer an option off the playground. The rooms allow different activities for the children to participate in; board games, construction, colouring/quiet room. We hope this will give some children, who find the playground difficult, the opportunity to have some calm time.</p> <p>There will be a more in depth report on sanctions by the end of this term.</p> <p><u>Assessment</u></p> <p>The Junior School had joint Inset training with the Infant School on Classroom Monitor in October. Since then, the staff at have started to use the class mark book as well as the tracking and analysis already used. We will continue to use the mark book to look at objectives and identify gaps for teaching and learning. The staff will have further training and time to input data at staff meeting this half term. This information can then be used at Pupil progress meetings.</p> <p><u>Climbing Frame</u></p> <p>The climbing frame is ready and is being used by all children. The staff have been trained by HAGS on how to use the climbing frame and the importance of health and safety. Each class was given 30mins with their teacher to be trained on how to use the frame safely. From there each class has an allocated slot to use the climbing frame as there is a limit of 30 children at any time.</p> <p><u>Marking</u></p> <p>Barbara Firth and John Broadbent, two education consultants, came to work with the staff on marking. The result was very positive. The staff discussed what already works well and how we thought we could further improve. The two days were very informative and identified a range of excellent practice as well as how we could make our marking more time effective. As a result the policy has been</p>		
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<p>updated and the new techniques are being used by all staff. Ms Ryan finished her report by thanking the Friends for their fundraising and commenting what a successful event the fireworks evening was. Mr Evans thanked Ms Ryan for her report.</p> <p>Mr Evans commented that as the first reports from Head of Schools, both had achieved an excellent standard.</p> <p><u>Executive Headteachers Report</u></p> <p>Mrs Lloyd spoke to Governors and confirmed the following: <u>Performance and Standards</u> Across both schools standards continue to be above the national average. Marking and feedback has been a focus in the junior school and following training the policy has been updated with all the teaching staff involved. There is some work to be completed in the Infant school around looking at marking in the last half term of year 2 to bring it in line with KS2 marking. In the infant school there has been a focus on Guided Reading. In year 1 the focus is on accelerating reading from the children’s lower starting points. This is being achieved through a careful analysis of the gaps and teaching to them. In year 2 there is a focus on reading for pleasure. Through the power of reading the boys are being introduced to a wider genre. Last year the children made very good progress from their starting points, however they were below national average in literacy and maths. There will be a focus this year on developing speech and language skills and a parenting group is being set up to support this. Both schools have completed the performance management cycle within the statutory framework and pupil progress meetings are ongoing. <u>Behaviour Management</u> There is an updated Behaviour Policy in place in the junior school. Staff have been trained and parents informed. This will help to develop consistency across both schools and improve behaviour for learning. Across both schools 95% of the children have exemplary behaviour. This is evidenced through rewards and house points and fewer sanctions. The 5% of children who find their behaviour more difficult to manage have additional support and are on behaviour plans. A recent discussion with the Participation Team with both HOS demonstrated that the schools are compliant and the paperwork in place. A behaviour consultant has worked with the Junior school and has advised on additional strategies to improve behaviour management further. A booklet that explains what bullying is has been sent out to all junior parents / carers and reception parents, as they are sent out each year in the Infant school. A questionnaire has also been sent out to enable both HOS to analyse how well both school response to bullying is and decide if there are any amendments to the policy. <u>Staff Moral</u> Staff have been very resilient in both schools and are adjusting to the new structures. This has been managed by the Heads of School who set the tone and climate. There have been several joint training and moderation sessions where staff have shared and developed their expertise.</p>		<p><i>Both</i></p> <p><i>Both</i></p>
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	<p>To support the HOS in the junior school the structure is being strengthened and an aspiring member of staff has agreed to step up on a Monday taking on some strategic tasks across the school. This will support the daily running of the school and the strategic development of specific areas. This will be monitored to ensure that the HOS is fully supported.</p> <p>The infant staff and some of the junior staff have had to cope with the death of a colleague and this has been difficult for them. A psychologist has worked in the school to support staff following this critical incident. Staff have reported back that this has been very supportive.</p> <p><u>IIN Project</u></p> <p>Both the schools have been selected as the lead schools for the IIN project – Improving Innovation Network. Both the schools have a great deal to offer in terms of leadership, school improvement and curriculum development. We have the largest IIN with 33 schools. The other two groups have around 10 schools. We are booking an event in December where all the groups come together. It has been a real pleasure working with so many colleagues across both schools and I would like to thank both HOS for their hard work.</p>		
8.	<p><u>Assessments/Inspections</u></p> <p>-Mrs S Hooson-Jones signed the central register and Non curriculum data. -Governors requested Mrs O'Donnell circulates the report from Aspirational Education Consultants Ltd that was discussed in the curriculum subcommittee meeting and earlier in the FGB meeting.</p>	KO	<i>Both</i>
9.	<p><u>Governor Training and School Visits</u></p> <p>Mrs Soanes visited the Infant School on 15th November 2016 for a writing moderation meeting, she wrote a report based on her visit – this report was circulated to Governors prior to the meeting to read through, Mrs Soanes was unable to attend the FGB meeting. The report stated the following:-</p> <p>Following a learning walk in February I joined the staff of both schools where they had a combined staff meeting for moderating writing. They worked in groups comprised of teachers in Reception to Year 6 .This enabled everyone to track the stages of progression in writing for children from all levels of ability. I joined the group that also had teachers from the Nursery Unit.</p> <p>All year groups had worked a broadly common theme so we were able to see the objectives for the expected level , below and above , from the term when a child of 40 to 60 months is learning to hold an implement for making marks and using developing spoken language , to the last year in the Juniors when the emphasis is on effective sentence construction , correct paragraphing , complex forms of grammar and the use of a complete range of punctuation for precise meaning without the use of multiple exclamation marks !!! In order to reach this point the building blocks have to be gradually put into place. These include gross motor and hand control, phonics and spelling, language for writing, sequencing, and accurate identification of increasingly challenging punctuation and grammar forms, and ambitious vocabulary.</p>		<i>Infant</i>

<p>A number of observations arose from this piece of work around the children in this school :</p> <p>Many of our children begin the Nursery and Reception with poor skills in language, vocabulary and co-ordination . Rainbow Road and WriteDance are intervention schemes used to support these children and their effectiveness for outcomes is tracked with a view to possibly extending their use more widely.</p> <p>There has been a small but measurable dip in reading levels for the middle ability children in both schools. This will impact on their writing. These children are being carefully tracked, partly through colour band levels.</p> <p>Standards of presentation and handwriting quality are issues to be addressed across all year groups, beginning with the improvement of fine motor skills. The school have been using "Handwriting without tears " to help address this.</p> <p>Although achievements by girls and boys are improving the lower progress of boys is still an issue. This being addressed partly through choice of reading materials, discussions, role play and drama and appealing themes for writing such as “Scary Stories ."</p> <p>There was general agreement that this was a valuable exercise in seeing the progress of our children, and the challenges faced by each year group in order to reach the next stage. In order to enable shared agreement on levels a portfolio of work is being created.</p> <p>I would like to thank the staff of both schools for including me in their staff meeting.</p> <p>Mrs Soanes concluded with three questions:-</p> <ol style="list-style-type: none"> 1. Is " Handwriting without tears " still the preferred programme for addressing presentation ? 2. What strategies are in place for improving reading middle level reading ability, and are they showing an improvement in outcomes ? 3. How are parents being included in the placing of these building blocks for writing across the age groups ? <p>Mrs Moss would answers Mrs Soanes questions and confirmed she would forward the response to Mrs O’Donnell to update Governors.</p> <ul style="list-style-type: none"> • Ms L Stanton attended understanding primary school data at Governor Support • Mrs Evans confirmed that she met with Mrs Hayes yesterday and can Mrs Moss arrange a tour of the Infant school for the new governors, Ms F O’Sullivan requested that she would also like a tour of the school. Mrs Moss will arrange this. • Mrs Evans asked when the Governor Safeguarding training session was due; Mrs S Hooson-Jones confirmed that it was February 2017. • Mrs Scott attending the recent fireworks event arranged by the Friends of both schools. <p>Mr Evans clarified for new Governors that the Governing Body had attained the</p>	<p>JM & KO</p>	
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	Governor Mark Award and some feedback from this is that Governors go into school and do a lot more than what is recorded. He confirmed that when Governors go into school they should let Mrs O'Donnell know so that a record can be kept.		
10.	<p><u>Ratification of Policies/Documents</u></p> <p><u>Attendance Policy – Infant School</u> This policy was circulated to Governors prior to the FGB meeting. Governors agreed to ratify this policy.</p> <p><u>Marking Policy – Junior School</u> This policy was circulated to Governors prior to the FGB meeting. Governors agreed to ratify this policy.</p>		<p><i>Both</i></p> <p><i>Infant</i></p> <p><i>Junior</i></p>
11.	<p><u>Record Of Notifiable Accidents</u></p> <p><u>Infant School</u> There have been no notifiable accidents recorded in the Infant School since the last meeting</p> <p><u>Junior School</u> There has been one notifiable accident recorded in the Junior School since the last meeting.</p>		<i>Both</i>
12.	<p><u>AOB</u></p> <p>Mrs Scott discussed with Governors that the Infant School has a gate and walkway at the back of the reception unit – it used to be used as a pedestrian entrance. When the outside area was updated and astro turf was laid it was decided that the school would not use this gate as an entrance. The entrance gate is situated between two houses on Park Lane, and cars are being parked at the side of the houses. Mrs Scott stated that she feels a letter should be sent to the owners/tenants of the houses to reiterate that where they are parking is in fact school property and the school can at any time start to reuse this gate as an entrance and is not a parking space. Mrs Scott and Mr Evans will draft and send a letter.</p> <p>Meeting Closed 9:45pm</p>	RS & BL	<i>Infant</i>

Signature _____
(Chair of Governors)

Date _____