

BROMLEY HEATH INFANT SCHOOL

FULL GOVERNORS MEETING

**Minutes of a meeting of the Full Governing Body held on 13th December 2016
at Bromley Heath Infant School at 6:30pm**

No.	Item	Action
	PRESENT: Tina Long (TL), Kirsti Harris (KH), Colin Cooper (CC), Jim Honeywill (JH), Lisa Warren (LW) Georgia Shorland (GS), Rose Cane (RC) & Sara Say (SS)	
1.	APOLOGIES: Shelley Humphries, Emma New & Karen Cooper WELCOME: CC confirmed apologies.	
2.	PECUNIARY and AGENDA INTERESTS: Parent Governors with children attending BHIS.	
3.	MINUTES FROM LAST MEETING: Section 11 – should read JH not JE Agreed by FGB. Signed off by CC.	
4.	MATTERS ARISING: Section 4 – CC has been unable to make contact with the Chair of Governors from the Junior School – CC to continue to chase. TL reported that she had spoken to the Junior School about the volume of homework for Y3 – A letter has been sent to the parents. TL believed our level of homework was appropriate and we would not be increasing it. Home work had been discussed at our parent coffee meeting and a set of home learning guidance had been created and was now on the website. Mathletics has been introduced and Maths Workshops are due to be held for parents. Letter in respect of mixing classes – TL confirmed that the letter has not been sent as she was approached by a parent asking if her twins could be split next year. Governors agreed that the letter should be sent with a caveat that normally classes will not be mixed but any requests will be reviewed on an individual basis. RC & GS signed the Governors Code of Conduct and Confidentiality Policy	TL
5.	HT REPORT/SCHOOL DEVELOPMENT PLAN/STRATEGIC PLAN Everyone at the meeting had previously had a copy of the relevant HT report which had been read and accepted. Governors were asked to send any questions to TL prior to the meeting. Section 1.1 If I'm reading the On Entry Data correctly, the children are entering EYFS assessed to be at lower levels of average attainment. What is behind this trend? Are we assessing differently (more stringently / using different metrics) or is higher levels of attainment genuinely decreasing in our intake? <ul style="list-style-type: none"> • Although the % of children achieving 40/60 months on entry in reading had been decreasing over the past 3 years the following things need to be taken into consideration. • There have been different assessment programmes for each of the years noted. 2014 was an internal assessment, 2105 we used Early Excellence and this year we used a NEXUS baseline that had been devised by all of the Nexus EYFS leaders. • 40/60 months indicates a child who is working at a higher than expected level on entry to Foundation Stage and we will target a number of children and 	

	<p>move them from the 30/50 month to exceeding by the end of Foundation Stage.</p> <ul style="list-style-type: none"> • Pre- schools have been encouraged not to teach initial sounds to enable schools to do this once the children enter school. They have focussed on fine and gross motor skills which is why the writing scores are higher. • Writing is easier to achieve at the beginning of the year as it is something parents and pre-schools find easier to work on. Mark making with some letters formed correctly what is needed. • Number is also an aspect that the children find easier on entry as they can often count by rote rather than using 1/1 correspondence. Again, pre-schools and parents will support this more at home. • 2014 the split between boys and girls was 50/50 whereas the last 2 years the cohort has been boy heavy and a large % of the boys are summer born. <p>Section 1.2 Given the higher levels of attainment by girls on entry, why are we predicting slightly lower predictions for GLD for girls than boys? (SEN possibly?)</p> <ul style="list-style-type: none"> • The on entry data provided gives you information on Reading, Writing and the Number part of the Maths curriculum. As a school we have to report on a Good Level of Development at the end of Foundation Stage, this includes 12 of the 17 areas in the EY profile, of which R,W and Maths are part of. • It is difficult to make clear predictions, and they are not statutory, because there is no equivalent of a GLD on entry so we look at the key areas of R,W,Number. • Girls always tend to enter Foundation Stage with higher levels of achievement in reading and writing as developmentally they are better prepared to mark make and are keen to read. Throughout the year the girls continue to make good progress but boys often make accelerated progress because they learn new skills and develop better gross and fine motor skills which support their writing. • This year we are predicting 90% of children achieving a GLD in RWM of the 6 children who are not predicted to achieve this 4 are girls and 2 are boys and this is the reason for the slightly lower prediction for girls. <p>Sections 1.4 & 1.6 What do the predictions show about the gap between the boys and girls: does this data raise any concerns regarding the targets set for reducing the gap?</p> <ul style="list-style-type: none"> • 1.4 When the targets for Y1 are defined by gender it does highlight a predicted gender gap in both reading and writing. The gaps are 34% in reading and 25% in writing there is not a significant gap between boys and girls. 4 boys have been targeted to achieve secure by the end of Y1 in writing and 2 boys in writing. If the boys achieve their very challenging targets this should reduce the gaps by 17% and 8 % respectively. • 1.6: There was a gender gap of 24% in children achieving the expected standard or above in writing in 2016. We have targeted 4 boys in writing and maths and 2 boys in reading to close the gaps by 14% and 7% for this year's cohort by the end of Y25 <p>JH asked about Secrets of Success – TL/KH confirmed the initiative will be launched after Christmas.</p>	
<p>6.</p>	<p>SAFEGUARDING TL agreed to issue Part 1 & 2 of 'Keeping Children safe in Education' to all Governors, along with our updated Whistle Blowing Policy. In addition, TL agreed to send the link to the South West Safeguarding Board Website</p> <p>CC made Governors aware of the key Safeguarding Roles Safeguarding Lead – Tina Long Safeguarding Deputy – Kirsti Harris Safeguarding Governor – Colin Cooper</p> <p>TL confirmed that Staff safeguarding training took place at the beginning of the academic year.</p>	<p>TL</p> <p>TL</p>

	In addition, TL confirmed that the Safeguarding Audit has been completed and submitted to South Gloucestershire LA.	
7.	<p>SKILLS AUDIT & GOVERNOR VACANCIES</p> <p>CC confirmed that all skills audit have been returned and analysed. CC confirmed that we have a good spread of knowledge but identified that KS1 & KS2 knowledge could be improved – TL suggested that Governors could come into classes to observe learning. In addition, Best Value and knowledge about the Ofsted process could be improved. TL to investigate if one of the Nexus Heads could provide Ofsted training for Governors.</p> <p>KR to send new governor advert to TL & CC – it was agreed to advertise in the local community</p>	<p>TL</p> <p>KR</p>
8.	<p>GOVERNOR ACTION PLAN</p> <p>It was agreed that the plan needs to be updated and reviewed.</p> <p>CC asked SS/EN if they could review the plan (as new Governors) and generate ideas for the updated plan.</p>	SS/EN
9.	<p>COMMITTEE REPORTS</p> <p>Finance & Business Development Committee</p> <p>JH confirmed that a budget review meeting took place in October and figures were agreed by the Finance Committee. Our carry forward has reduced slightly to approximately £38K. JH confirmed that the Health & Safety Terms of Reference were agreed along with the Lettings Policy. HT Performance management – JH & KC attended the PM, objectives were met and were happy to award the relevant pay increase. JH & EN had recently attended the SFVS training course – this has generated some questions – JH to email these to RC. RC gave an update on lettings</p> <p>Curriculum</p> <p>Nothing to report</p>	JH
10.	<p>CLASS VISIT REPORT</p> <p>EN & CC had been into School for a English scrutiny and CC gave Governors feedback. In addition, CC has met Rebekah Norman to discuss English plans.</p>	
11.	<p>GOVERNOR TRAINING</p> <p>CC has attended Safeguarding training GS/CC attended the Complaints training – as a result, our Policy needs amending. In addition, the Nexus Schools have suggested setting up an independent body to deal with complaints – Governors were happy for TL to confirm our agreement. EN/JH attended SFVS Training KR has completed the Clerking Effectively Course</p>	TL
12.	<p>PARENT GOVERNOR ITEM</p> <p>None</p>	
13.	<p>STAFF GOVERNOR ITEM</p> <p>None</p>	
14.	<p>CO-OPTED GOVERNOR ITEM</p> <p>CC raised an issue about the level of challenge for more able children in one year group. LW was disappointed that parents haven't approached staff. It was agreed that TL would include something in the newsletter reminding parents to</p>	

	<p>Speak to Staff if they have any issues.</p>	
15.	<p>LA GOVERNOR ITEM None</p>	
16.	<p>GOVERNOR VISIT TIMETABLE Governors volunteered to visit school – TL to update list and send to Governors</p>	TL
17.	<p>ANY OTHER BUSINESS None</p>	
18.	<p>DATE OF NEXT MEETING</p> <p>Tuesday 24th January @ 6:30pm</p> <p>5:30pm – Staff Presentation Finance & Curriculum Committee to meet at 5:45pm, if needed</p>	

<p>SECTION B</p>
