

BROMLEY HEATH INFANT SCHOOL

FULL GOVERNORS MEETING

**Minutes of a meeting of the Full Governing Body held on 24th January 2017
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), Emma New (EN), Rose Cane (until 7:10pm) (RC) & Sara Say (SS)	
1.	APOLOGIES: Shelley Humphries, Georgia Shorland & Karen Cooper WELCOME: CC confirmed apologies.	
2.	PECUNIARY and AGENDA INTERESTS: Parent Governors with children attending BHIS.	
3.	MINUTES FROM LAST MEETING: Agreed by FGB. Signed off by CC.	
4.	MATTERS ARISING: None	
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. <ol style="list-style-type: none"> 1. Section 4.2 I'd be interested to know what features we took from Magotsfield and are implementing this term with respect to meeting high expectations for writing. What were your thoughts on the benchmarking in general – how do BHIS compare? <ul style="list-style-type: none"> • The visit was very productive, we found some things that we liked and would find beneficial for our children and some that we would not want to develop at BHIS. During our review of the visit each year group decide on one or two changes that they would develop over the next term and as a whole school we will be ensuring that our lesson objectives are very focussed on what the children need to do to improve. These will be reviewed at the beginning of T4. Foundation Stage will provide more opportunities for children to practise their letter formation. Year one are going to formalise their learning jobs, observe a big write session and introduce big write sessions in Y1. Year two are going to provide more opportunities for children to identify the features of genre of writing they are writing and use music to support writing in the class. • We are a very different school than Mangotsfield with a different ethos. They achieved very high writing results in 15/16 and did not follow the national trend of falling writing results, as we did. We have identified the areas we need to develop to improve writing this year (spelling , editing and revising texts) and are implementing plans this year. • I think we compare favourably with Mangotsfield. 2. Section 4.7 RC leaving?! What's the plan to replace / recruit? <ul style="list-style-type: none"> • It was a surprise to me too! RC only let me know as I was writing the report. • Yes – I have plans and will let you know more at the meeting 3. Section 5.2 Great result on attendance for last term, and a continued improvement. What 	

are we doing differently that's influencing this? Is it just more of the proactive monitoring that you describe?

- Thank you.
- Monitoring of attendance has always taken place but more official letters are sent now and meetings with parents regarding attendance keeps the focus high with parents.

Section 1.1.

Reading - Are we and how are we continuing to develop the pupil who is ELG EXC

* The child is receiving an individualised curriculum tailored to their specific needs

* Individualised phonics programme focussing on Y1 phonics and key words

* High expectations and a different focus for writing tasks eg: expecting more story language in her stories and the application of phonics being taught.

Writing - 20% of YR pupils aren't achieving the expected standard for this time of year. What measures are in place to address this?

* 100% of pupils will not achieve a GLD(good level of development) in any school at the end of foundation stage. We have set a very aspirational and challenging target of 90%, which is almost 21% higher than the National result last year, which was 69%.

* That said, we still have 10% (6ch) of our children not on track to achieve a GLD in writing. They are receiving highly differentiated group work and activities. They are also streamed for phonics so are in a small group and receive small group intervention work to support their writing.

* Teachers are aware of who the children are and they are monitored carefully on a day to day basis.

Section 1.2

11 children are way off from achieving the 24.9% for Emerging+ to make the target for the end of the year in Maths. What actions are being taken to increase this ensure targets are met and when will the next monitoring session to place? Were these pupils supported by Sarah Musty?

* Of these 11 children, 6 did not achieve a GLD and we would not expect them to be at same stage of development as children who did at this stage of the year. We strive to close the gap between these children and those who did achieved a GLD as the year progresses. We have high expectations of them and all but one (who has an EHCPlan) have access to the Y1 curriculum which is differentiated for their needs. They also work in small groups and have pre teaching when necessary.

* The other 5 are making progress and 4 are now Emerging within the NEXUS age related expectations.

* When you say monitoring do you mean the next time the children are assessed, moderation or work scrutiny? The next assessments will take place at the end of T3 (Feb). We will look at the results again and any children not making progress will be discussed during Pupil Progress meetings.

* 8/11 are on track to meet their end of year targets and the 3 who are not are being carefully tracked.

* All 4 of the Year one team would have taught these children at some stage over terms 3&4.

Section 1.4

Is it only Y2 who are working with the two frameworks? Yes

As it is difficult to measure progress at this stage, how are teachers ensuing standards are being met?

How are other schools assessing with the 2 different assessment criteria?

* It is difficult to measure progress at the moment because we assessed the Y2 children against the NEXUS age related expectations in T1. We will be able to see progress more clearly after the next assessment at the end of T3.

* We are ensuring that the standards are being met by planning and teaching very carefully from the NEXUS age related curriculum and ensuring that the children have got a concept before moving on. We also provide opportunities for children to demonstrate their understanding of what they have learned at Greater Depth.

* There is no consistency among other schools regarding assessment some are planning from the National Age Related Expectations and the children will be tested on the Interim Framework at the end of the year. Others are doing the same as us, which is planning from the AREs but assessing using the Interim Framework.

	<p>Section 1.5 33% of pupils are WTS. Are they expected to reach the expected targets by the end of the year? * I would expect the children who have achieved 50% or more of the Working Towards Standard at his point in the year to achieve the Expected standard.</p> <p>Section 2.2 and 2.4 How and how often are you monitoring the areas for development and when is the next classroom observations? How often do you schedule classroom observations? *The areas for development are monitored via planning, book scrutinies and lesson observations. The time scales are noted on our monitoring program that was sent to governors at the beginning of the year. I also conduct drop ins to lessons to see that things are being picked up. I'm a little confused by what is meant in the areas for development in section 2.2. Could you provide an example for each of the 3 areas? * As the children progress through the school we expect them to respond to the teachers marking, either when they are working with the teacher or when they next get their books. They may be asked to correct spellings or punctuation. This has a very high profile within the national curriculum 2014. We are asking teachers to provide children with time at the beginning of a lesson to make the changes asked for before starting a new lesson *Teachers write a story or piece of non-fiction writing with the children(this is called modelling). We have reminded teachers to think out loud and say what and why they are writing things on the board. *Revising and editing work is another key feature of the national curriculum. We have asked staff to ensure that when they are teaching the children(modelling) how to do this to make sure that the text on the board has at least 1.5 spacing between lines so that children can see the changes made clearly.</p> <p>Section 2.5 Have you picked up any new writing strategies and if so, what? How have these helped in other schools? * We have started to use a progression of grammar skills document in Y2 to focus teaching on the key skills the children need to achieve the Expected standard at the end of the year. RN is further developing this for Y1 to use. *we are also reviewing our lesson objective labels which highlight the key learning for the children in a particular lesson. The latest advice is to keep these simple and focus on key grammar features.</p> <p>Section 4.7 With DO being out for 3months from February, we need to be mindful of having that support replaced in the classroom as this is the build up to the SATS. Of course! DO has already had the same operation over a year ago and we managed that well. Plans are in place.</p> <p>School Development Plan TL agreed to issue an up to date copy to all Governors</p>	TL
6.	<p>SAFEGUARDING Nothing to add.</p> <p>TL highlighted that CC is currently the Safeguarding Governor – however, it is recommended that the Chair is not the Safeguarding Governor as well.</p>	
7.	<p>GOVERNOR VACANCIES CC informed Governors that Karen Cooper stepped down as a Governor. Currently, we have vacancies for 3 Co-Opted Governors. TL & CC have prepared an advertisement and asked Governors to issue in 2 separate places.</p>	ALL
8.	<p>NEXUS PEER REVIEW TL agreed to issue the relevant report to all Governors</p>	TL
9.	<p>NEXUS GOVERNOR TEACHMEET A Professional Development Opportunity has been arranged for Nexus governors – it</p>	

	<p>would be useful for Governors to attend. The evening will consist of a 30min Key note speaker followed by 7min presentations by governors, highlighting an area that is a strength in their governing body. Meeting Details - Monday 27th February 6-8pm @ Blackhorse School Governors to let TL know if they are available to attend.</p>	TL
10.	<p>GOVERNOR ACTION PLAN SS & EN have reviewed the current document. It was agreed to hold a separate session to amend and update the Plan</p>	
11.	<p>COMMITTEE REPORTS</p> <p>Finance & Business Development Committee JH reported back on the Finance Meeting. Budget – we currently have a carry forward of £23,000 - £25,000 There has been an increase in Supply/TA hours – JH confirmed that when we are planning the 2017/18 budget we will look back at previous years to ensure an accurate figure is allocated. SFVS – JH confirmed that a meeting is planned for February – the document needs to be submitted by 31st March. Pre School – see Section B Health & Safety – A safety walk has taken place and there are no issues to report. TL felt it would be useful for Governors to be involved in H&S walks – TL to issue dates of future H&S walks.</p> <p>Curriculum SS reported back on the Curriculum Meeting. The following policies were agreed</p> <ul style="list-style-type: none"> • Bullying & Harassment • E-Safety <p>KH to make amendments to the Security Policy Y2 Girls Maths Club has been taking place at lunchtime – this club is for invited children only.</p> <p>TL gave Governors an update on staffing – this included covering sick leave and retirement. TL gave an update on RC’s position, following her retirement.</p>	TL
12.	<p>CLASS VISIT REPORT Nothing to report</p>	
13.	<p>GOVERNOR TRAINING None</p>	
14.	<p>PARENT GOVERNOR ITEM None</p>	
15.	<p>STAFF GOVERNOR ITEM None</p>	
16.	<p>CO-OPTED GOVERNOR ITEM None</p>	
17.	<p>LA GOVERNOR ITEM None</p>	
18.	<p>GOVERNOR VISIT TIMETABLE TL to send timetable to Governors</p>	
19.	<p>ANY OTHER BUSINESS Organisation & Responsibility & Accountability Statement – JH reported that 3 changes had been in respect of the Friends of School Statements.</p>	

	JH proposed the Statement and it was seconded by CC.	
20.	<p>DATE OF NEXT MEETING</p> <p>Tuesday 14th March @ 6:30pm</p> <p>5:30pm – Governor Action Plan Meeting Finance & Curriculum Committee to meet at 5:45pm, if needed</p>	

SECTION B

Pre School have been awarded a grant for a new building – it is anticipated that building work will take place over the summer, ready to use in September.
The new building will free up the Elliott Building for us to use – we need to think about the best use of this space.