

**Chandag Infant School Academy
Governance Committee Meeting
Thursday 13th June 2019
6-8pm at Chandag Infant School**



**Chandag
Infant School**

Minutes

MEETING TITLE	Chandag Infant School AGC Meeting 5
DATE OF MEETING	Thursday 13 th June
MEMBERS PRESENT	Annie Smart (AS) –Headteacher Carol Morris (CM) Damian Vicary (DV) Claire Gurnsey (CG) Andrew Muncer (AM) Catherine Phillips (CP) Kerrie Willington (KW) Tasha Mitella - Clerk
MEMBERS NOT PRESENT	Kate Reynolds (KR) apologies received Stuart McManus (SM) apologies received Simon Butler (SB) Steve Lily (SL)
DATE OF NEXT MEETING	Wednesday 3 rd July 2019

Executive Summary:

- Most Governor statutory training has now been completed. TM to check any outstanding with CW this term (Add to action log)
- **Maths and English** Link Governor sessions still to be completed before the end of term. Positive feedback has been received from completed sessions
- CIS has recently had several moderation sessions including LA moderation, Infant Union moderation and moderation with Chandag Junior School. All assessments discussed have been agreed, this included 18 children selected at random by the LA.
- Most Able policy was agreed and signed
- SEF was agreed as being a comprehensive document, although may need reviewing to ensure it lines up to the new OFSTED framework being implemented in September
- VIPERS presentation given by CG and KW to explain how it is working and how it is being embedded in the teaching programme. So far children are progressing well and it is seen to be an excellent way of teaching literacy. Further training and support is underway for some teachers and TAs will also receive training in the future.

- Raising Attainment Visit (RAV) from WMAT took place on 22.5.19 and it went very well, staff visiting (M Cottrell and D Sage) were impressed with the school especially the behaviour, health and wellbeing element. Verbal feedback has been received and AS is waiting for the report
- Agreed that CIS may need another one or two governors as well as a Chair. Chair job description to be reviewed by the Trust in due course. TM to liaise with S Holdaway and Claire Weeks re advertising for new governors.
- General consensus communication to parents could be worked on and improved by the addition of direct signposting to the website calendar and in allowing 2 weeks' notice minimum for special days/events. AS to ensure she sees and can do final check on all communications.

		Action
1.	Welcome and apologies - quorum	
	CP agreed to chair the meeting as vice chair. CP welcomed everybody. Apologies were noted and agreed as above. The meeting was quorate.	
2.	Governance issues and declarations of interest	
	<ul style="list-style-type: none"> - Governor Training - Link Governor Sessions – feedback reports from Governors. Thank you to those governors who have completed these - Declaration of Business/Personal Interest 	
2.1.	<p>Governor Training DV has completed his Safer recruitment training – and 100% score was achieved</p> <p>CM will be going on the strategic vision and strategy workshop on 26th June</p> <p>CM also completed her training and received certificates of completion for the e-learning module ‘Keep Them Safe – Protecting Children from Child Sexual Exploitation V2; provided by Safeguarding e-Academy; AND the ‘Channel General Awareness module’ provided by The College of Policing.</p> <p>Clerk to scan and save these and record completion of all training completed. Training should now be all up to date among governors. Clerk to confirm and update at next meeting.</p>	Clerk
2.2	<p>Link Governor Sessions</p> <p>Documents of completed sessions have been sent to the Clerk and these have been filed and saved. AM has completed the science session and will write this up and submit this asap. CM will write up PHSE and also submit asap.</p>	
2.3	<p>Link sessions still to be completed are Maths and English. It was agreed that CP will pick up maths and Clerk to liaise with SM to chase on the English session as teachers have tried unsuccessfully to arrange this.</p>	

	<p>Declarations of business/personal interest</p> <p>DV declared that he is a potential supplier into Academy Trusts, Clerk to send over declarations form for DV to fill out and Clerk to file.</p> <p>CP has a child in reception. DV has a child in Y2.</p>																																				
3.	Minutes of the previous meeting and matters arising																																				
	<p>The minutes from the previous meeting were agreed as an accurate and true record of the meeting. Clerk made one amend regarding who was responsible for an action. This is noted on the hard copy minutes and Clerk will change this on the electronic copy.</p> <p>CP signed the minutes from the previous two meetings.</p> <p>AS thanked the governors who have met with their various members of staff so far and stated that good feedback has been received.</p> <p>Previous actions list - updated</p> <table border="1"> <thead> <tr> <th></th> <th>Action</th> <th>By Whom</th> <th>Meeting Date</th> <th>Due Date</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Complete GDPR training – Stuart hasn't done this yet bit will organise it asap. Clerk to follow up.</td> <td>SM/TM</td> <td>15 May</td> <td>ASAP</td> </tr> <tr> <td>2.</td> <td>Safer recruitment training for DV – needs to be arranged by school (no longer up to the Trust). To be discussed with Finance. DV has completed this and has sent the certificate</td> <td>AS</td> <td>13 March</td> <td>Completed</td> </tr> <tr> <td>3.</td> <td>Vision & Values statement update – The Trust is now running workshops on this on 26 June. CM is going to attend.</td> <td></td> <td>13 June</td> <td>Completed</td> </tr> <tr> <td>4.</td> <td>Update the school day consultation docs, separate out voting figures and circulate to governors. Decide on whether additional meeting is needed (agreed to decide at next meeting). This has now been finalised and it was agreed the school day will be shortened from September.</td> <td>AS</td> <td>13 March</td> <td>Completed</td> </tr> <tr> <td>5.</td> <td>Communication to be put together for parents regarding shorter school day. Comms has now gone out</td> <td>AS</td> <td>13 March</td> <td>Completed</td> </tr> <tr> <td>6.</td> <td>Clerk to add Link Governors as an agenda item for the next meeting Completed – see above</td> <td>Clerk/AS</td> <td>13 March</td> <td>Completed</td> </tr> </tbody> </table>		Action	By Whom	Meeting Date	Due Date	1.	Complete GDPR training – Stuart hasn't done this yet bit will organise it asap. Clerk to follow up.	SM/TM	15 May	ASAP	2.	Safer recruitment training for DV – needs to be arranged by school (no longer up to the Trust). To be discussed with Finance. DV has completed this and has sent the certificate	AS	13 March	Completed	3.	Vision & Values statement update – The Trust is now running workshops on this on 26 June. CM is going to attend.		13 June	Completed	4.	Update the school day consultation docs, separate out voting figures and circulate to governors. Decide on whether additional meeting is needed (agreed to decide at next meeting). This has now been finalised and it was agreed the school day will be shortened from September.	AS	13 March	Completed	5.	Communication to be put together for parents regarding shorter school day. Comms has now gone out	AS	13 March	Completed	6.	Clerk to add Link Governors as an agenda item for the next meeting Completed – see above	Clerk/AS	13 March	Completed	<p>Clerk</p> <p>AS</p>
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7.	Governors to send Link Governor reports to Clerk prior to the meeting – Waiting on reports from CM and SM. Awaiting sessions on maths and English to be organised.	All governors	13 June	asap	
8.	Liaise with Tim Dunning re collaborative moderation aim to meet in Term 5	AS	13 March	Completed	
9.	SEF to next agenda	Clerk	13 March	Completed	
10.	Most Able policy to next agenda – being drafted this week, add to next agenda Agreed and signed	Clerk	13 March	Completed	
11.	School day time change – make decision about whether this will be trialled first or made permanent. This will take effect permanently from 1/9/19	All	13 March	15 May	
12.	Minutes from meeting not signed – Clerk to ensure this happens retrospectively and are filed Completed and both sets signed by CP	Clerk	13 March	Completed	
14.	Requirement for a Governor to take on the link subject roles for maths. CP has agreed to do this.	AS	13 March	Completed	

4. Headteacher's Report inc KPI's

The report was circulated before the meeting and comments or questions were invited.

AS

Moderation

AS stated that the school has recently had lots of moderation – local authority moderation took place for Y2 in May and was provided with evidence in reading, writing, maths for 18 children. The outcome was the LA felt the school made accurate assessments and agreed with the judgements of staff which is the best outcome. It has been three years since they visited the school. BANES staff had dialogue with KW and Hannah Goebel, the other Y2 teacher and it all went really well. The moderation is to ensure teachers are making accurate assessments at the end of Y2.

Infant union moderation and moderation with Y3 (CJS) has also taken place. Elizabeth Davis, primary lead practitioner was also involved with the CIS/CJS moderation and has been impressed with the standard of our children's work. This has been agreed as a good standard with Y3 teachers.

Governors thanked the school for pursuing this, which is really important for the transition of children into junior school and has been an aim for some time.

KW showed the other governors the reading benchmarking resource (in a large box file) and how the evidence is recorded (using documents) to the rest of the governors. This

information is also passed onto juniors. CJS has said they are spending a lot of time working out what reading level the children are at when they arrive in Y3, and this resource will help with that as it can be passed to juniors. Governors acknowledged the funding that the PTA had provided to obtain this valuable resource.

Health and Safety

AS then mentioned the Health & safety meeting and minutes and these have been filed and circulated to governors. AS said the actions are being worked through.

Staffing update

The senior SMSA has resigned. She is about to qualify as a TA and is looking for employment in this field. Have had little response and the SMSA role has not yet been filled. The school is now advertising for a team member and will split the job between two people acting up until they can find a permanent lead. Looking to see if TAs or other part time people would take this role on.

AS said two TA roles are currently available, one is to support a child with SEN in reception for 2 days per week, personal care needs as well as learning. AS has also made a case successfully to WMAT for more support for Y1. This was agreed with the Financial Controller on 12th June and there will now be a TA role available for KS1/Y1 as well. Teachers all know their year groups and are staying in existing year groups for 2019/20.

Transition funding

A governor then referenced the transition funding in the report. The headteacher report states there are concerns one preschool is not raising concerns with parents or the LA for funding. It was discussed how vital this is if the school is to support any pupils with additional needs appropriately as it needs to be known before pupils start school to get the funding. AS said the school used to have the LA Early Years Support Manager to facilitate this process, but as this is no longer the case the school is working with the LA to sort this.

Conference

CG, JL, CH and AS went to the Early Years conference on Sat 18th May and reported that it was a fantastic day, and excellent guest speakers. CG said that the teachers agreed with all the information provided about young children learning through play and imagination, and speakers shared much evidence to support this. CG believes the school does support this type of learning and wants to continue to focus on this. CG was thanked for giving up a Saturday to attend.

Wraparound care

Discussion moved on to Wraparound care, currently there are 35 likely to use breakfast club and 45 likely to use after school club, excluding the new intake of 60 – this info has gone to the company who run this. This is Zest Childcare – operators are the trading service of the MAT and Dave Cook is leading this.

Breakfast club will be held at infants, and after school juniors. Juniors can allow for more activities after school. Breakfast café on a Friday will continue to run and will do

	<p>so alongside the breakfast club. CP said parents wondering who will be staffing it. Business Manager for the Trust will confirm this once TUPE meetings have taken place. Comments sheets have been sent home to parents and will know more about numbers (and also in terms of needing care provided until 6:30pm) when the online forms have been completed.</p> <p>School roll A governor asked about numbers Y2 and how they have dropped. AS said we are down to 55 in Y2 as some have moved away, confirming that there were no other concerns with this decrease.</p> <p>Buildings AS will be chasing on building work and what will be happening with the rainbow and butterfly room.</p>	
5.	Chair's Update	
	Chair not present and this section was not discussed.	
6.	Policies – Most Able Policy, SEF	
	<p>AS said she can take questions back if needed on most able policy.</p> <p>A governor asked if the PP letter review has resulted in any changes. Information has gone out to parents to ensure those who are entitled to it apply for it.</p> <p>All governors in attendance were happy with the Most Able Policy and this was subsequently signed and filed at the end of the meeting.</p> <p>SEF – self- evaluation framework document</p> <p>This was sent out and reviewed as in September there will be new Ofsted gradings as the framework is changing. AS suggested CIS should speak to Saltford as they had their Ofsted visit and it would be helpful for CIS to find out how much Ofsted takes into account the school's own evidence. (This would be SEF). AS queried whether a governor would come and talk to us from Saltford – then follow up as well to see if their own evidence changes their grading. AS will request this from D Sage.</p> <p>A governor asked where is the starting point of the self- evaluation? AS said we will need to look at the new expectation of the new Ofsted framework and go from there. This means the school will look at where we think we are now, will look at the new framework and decide if we match up to the descriptors within that and what we need to do to get there.</p> <p>A governor then talked about what we might suppress in the SEF– because in some cases such small numbers of children are mentioned that it's possible children could be identified. She asked if someone could review the SEF document and decide what we suppress or might be able to suppress, considering if the MAT has a policy on this. AS will review.</p>	AS

	<p>It was then mentioned that the safeguarding governor is now DV and this needs to be changed in the SEF document.</p> <p>It was also pointed out governors list needs to be updated but this can happen in September. Overall it was agreed the SEF is a comprehensive document.</p> <p>Conversation shifted briefly to the Effectiveness of governors section that is a standing item on the agenda, and that governors are unclear whether the MAT had specific request as this part of the agenda or whether it was a direction for good governance and to review our own processes. Clerk sent some details about this to AS following the Clerks Meeting and will review this and provide an update to AS by email.</p> <p>A governor asked ‘how engaged are governors with the school?’ in relation to the governor signing in book which was acknowledged as not capturing all the interactions of governors. Lots of conversations happen at the school gates and perhaps these can be looked at more carefully as people will often open up at that point.</p>	
7.	VIPERS	
	<p>Presentation given by KW and CG on Visual Literacy and VIPERS</p> <p>CG is leading reading and KW is leading writing</p> <p>Key points from the presentation were:</p> <p>We’re not leaving anyone behind is the tagline – it encompasses all pupils and all abilities. It’s meant to stretch vocabulary as much as possible.</p> <p>Ensure children understand what they are reading, not just words. Ensuring there are more teachable moments while doing guided reading. VIPERS allows teachers to choose a specific skill each time to ensure all skills needed are embedded.</p> <p>Vipers is based on 6 key skills. Vocabulary, inference (looking for clues), predicting, explaining (why they think something) retrieval (getting info from story) and sequencing. These are the six key reading and comprehension skills. Initially this is for KS1 but no reason this could not be used for all of early years. Encourages teachers to also use the VIPERS language while teaching.</p> <p>Each year group will look different with VIPERS as it is tailored to each level. Each year builds on reading and writing skills, and puts children together of mixed abilities, to build progression.</p> <p>CG showed a picture of how VIPERS works with YR – teacher will ask children to look at a picture, for them to imagine they have jumped into the picture. Then asking them questions about it, and gradually building on these questions. Getting them to think about using the writer’s language in a way they can understand. Will often use this technique before reading a book and will have children ‘jump’ into a picture. Look at language of the book, ask children what the book may be about, questioning them.</p> <p>Y1 – focus is choosing one of the skills during guided reading (such as ‘how to infer’)</p>	<p>CG, KW</p>

All children to get quality time with the teacher as well.

Y2 – showed us a video of children using the language of VIPERS – they are getting the skills needed for the SATS tests and gaining advanced skills (such as retrieval), the concept of reading a text and answering questions on it. This happens 3 times a week, whole class, mixed abilities, read the text together in pairs. Aims for SATS readiness, and used across the curriculum.

Other VIPERS techniques are to show children a detailed picture, then children write some text; also give text to the children and ask them to draw a photo, asking children to infer things based on the photo.

Core books – each year group has a set of core books – make sure which books each year group will use to ensure there is no duplication (this happens in planning sessions). Core books are special, in a special basket.

Hook books – photographs, video clips, rich texts full of illustrations. These are also shared to ensure no duplications.

KW and CG concluded that VIPERS has really taken over and children and teachers are all on board. They believe by the end of next year it should be fully embedded in the school

Questions were then invited

A governor asked whether the combinations of more able and less able abilities works well? KW said teachers may help the less able child by using pre-teaching, to help make lesser skilled child feel more of an expert. Always paired up with somebody who will work well with them – this comes down to knowing the children well. It really helps the lesser able children build confidence. It also doesn't replace one to one reading. This is also exposing children who learn vocally (who may struggle with reading, they can be a part of the class environment in a better way). Exposes lower ability children to other children and ultimately helps them to do better.

As there were no further questions, AS then raised the RAV visit from Saltford as this was relevant to VIPERS.

AS

AS explained that RAV is offered every 2 years to schools within the trust. AS then mentioned that she saw VIPERS happening in Y2 and Y4 in another school. AS has seen effectiveness first hand of how lower ability children were benefitting from this strategy.

The RAV focus was to look at the following: whether they thought phonics worked best as a class or set groups, visual literacy, spoke to school council about wellbeing and behaviour, looked at challenge for higher ability pupils, spoke to leaders, PHSE, and phonics. So far AS received some good verbal feedback and is now waiting on the written report. Reading was recognised as being really strong in the school in early years. Dawn (headteacher) from Saltford said she learned a lot from doing the RAV with CIS. Can see strengths in both ways in how phonics is taught and we shouldn't change this.

	<p>They identified VIPERS as next step for the TAs and they should have training.</p> <p>Wellbeing also came out and they said we are extremely strong in this area. They talked about yoga and mindfulness, and they felt the children understood all of this. Staff found them to be friendly and approachable, they didn't take notes in lessons and were not intimidating in any way.</p> <p>Governor pointed out the benefits of being part of a larger group, by being part of the Trust and how we can see the benefits of working together.</p> <p>AS is hoping to receive the report soon.</p> <p>A governor then asked about VIPERS again, and how are the school ensuring all teachers are living and breathing it? AS said she couldn't say <i>all</i> teachers fully understand or have embedded it <i>yet</i>. There will be further support and training, communication to find out what others need to fully understand the methods. CG said there has also been model lessons and will continue to work on this.</p> <p>A governor then asked any communication has gone to parents about it yet? KW typed some info for the newsletter which has been sent out about VIPERS, but it was discussed that in 'meet the teacher' in September, it could be explained to parents. Governor pointed out parents should know what language is used so they can use this at home. And support children in the same way at home to provide consistency. It was suggested that parents see the video. Could help generate excitement at home around reading too.</p> <p>AS said to CG and KW to think about how to move this forward with others. Action for CG/KW to create forum for sharing with parents in September</p>	
8.	Risk Register	
	<p>No changes have been made to this.</p> <p>A brief discussion about the budget ensued as there is a risk of a deficit for 19/20 – the budget is currently being set.</p> <p>AS has told the Trust what she plans to do to attempt to make savings for this year and then asked if they can carry over to next year but this is not allowed. AS could make an application to the Business Manager to spend however and this has been granted in the past when an SEN child awaiting a plan required urgent support.</p> <p>It was asked whether the register needs to be updated with new school numbers. AS said once they are officially on the role in September this will be updated.</p>	
9.	Effectiveness of governance	
	<p>CM spoke well at the Early Years meeting for new parents on 12 June and was thanked by AS, CG and KW.</p> <p>There was conversation around whether we should be advertising for another governor. Currently have 11 governors. Also looking for a Chair.</p>	

	<p>Governors recommended that every year there should be a request for new governors and we should put some feelers out at who may be interested. DV has spoken to some interested parties.</p> <p>Agreed to let parents and governors know about opportunities to become a governor. Clerk to double check on numbers to determine the maximum number of governors is permitted.</p> <p>It was discussed whether the job description of the chair to be reconsidered by the MAT/consider job sharing role of Chair. CP to contact S Holdaway. TM to action this in liaison with S Holdaway and by communicating with AS and Claire Weeks</p>	
10.	Any other business	
	<p>Communications from the school to parents was raised as an issue. Governor said some parents were frustrated about communication around health week and the last minute nature of it. This is an example of a common theme resulting from the newsletter disappearing. Parent Mail functionality is not always the best.</p> <p>AS explained there are reasons behind the late communication, and the version that went to parents should have been different. AS said will work to link things up in a better way.</p> <p>Gaps in parent communication generally. Comments about ParentMail functionality around selecting meals for the week, but recognised that it has taken lots of pressure (and classroom time) off the teachers having children choose meals in advance. AS will address number of emails with C Weeks</p> <p>The Clerk discussed with the governors prior to the official start of the meeting the requirement that governors must only receive email via their Trust email account and emails can no longer be sent to external email addresses. This was questioned by some governors as it can be difficult to access. It was agreed the Clerk would follow this up to see if there any leeway. TM to action and ensure CP has access to her school email account.</p>	AS Clerk
10.	Date of next meeting	
	Wednesday 3 rd July 2019	

The meeting closed at – 7:55pm

Action Record

	Action	By Whom	Meeting Date	Due Date
1.	Compete GDPR training – Clerk to follow up	SM	13 March	ASAP
2.	CM to update on vision workshop at next meeting	CM	13 June	Next meeting
3.	Clerk to check training record and ensure all training is completed and recorded. Clerk to scan and save certificates	TM	13 June	Next meeting

4.	AM and CM to send link governor reports on science and PHSE to Clerk for sharing and filing	CM/AM	13 June	ASAP
5.	Clerk to send declarations of interest form to DV. Clerk to file once received.	Clerk	13 June	ASAP
6.	Clerk to liaise with SM to chase on the English link governor session	Clerk/SM	13 June	ASAP
7.	Clerk to check on number requirements – re: governors.	Clerk	13 June	ASAP
8.	Discussions with Trust on role description of Chair – CP meeting with MC on 1 July	?CM/CP	13 June	ASAP
9.	Recruitment of new governor	TM/AS/CW		Ongoing
10.	Clerk to follow up on email restrictions	Clerk	13 June	Next meeting
11.	Clerk to liaise with Sue H and CP to ensure CP can access school email account	Clerk/CP	13 June	ASAP
12.	VIPERS forum to be created for September for sharing with parents	CG/KW	13 June	Sept
13.	SEF policy to be reviewed with the Trust to discuss whether any elements can be suppressed. AS to update SEF with new safeguarding officer, DV.	AS	13 June	ASAP
14.	Speak to Saltford about their Ofsted visit and whether their self evidence had any impact on their grading. AS to following up with D Sage on this.	AS	13 June	Sept
15.	Clerk to check hard copy of March signed minutes to confirm minor amend and update electronic version of the March minutes.	Clerk	13 June	3 July

Signature (Chair of Governors) :

Date :