



Christ Church C of E Infant School
Minutes of Full Governing Board 9th February 2022 @ 6:00pm (via Teams)

Governors: Amelia Gould, Anna Martin, Chris Douglas, Robin Butcher, Jacky Wood, Julie Wilkins (Chair), Gareth Jones, Charlotte Munday, Jenny Falco, Amanda Bowden, John O’Driscoll, Jenny Sheppard, LA Vacancy, Co-Opt Vacancy

Absent: None

Clerk: Laura Jones

T3 Courage

<p>45/20 Opening Prayer</p> <p>Governors reflected on the value of the term, which is courage, wanting our children to be courageous in learning and living, putting the values into practice with passion and commitment and want them to have the courage to challenge and change the world around them for the better. Talked about the story of David and Goliath which is the story of the term.</p> <p>Governors led in prayer.</p>	<p>Led by member of Ethos</p>
<p>46/20 Welcome</p> <p>Chair welcomed all to the meeting.</p>	<p>Chair</p>
<p>47/20 Apologies</p> <p>No apologies received.</p>	<p>Please ensure apologies are sent to the Clerk and Chair to be accepted.</p>
<p>48/20 Declaration of Pecuniary Interests</p> <p>None declared.</p>	
<p>49/20 Late Items</p> <p>Discussion of the Governors page on the website added to AOB.</p>	<p>Chair / Clerk</p>
<p>50/20 Approval of minutes</p> <p>Minutes of the last meeting have been approved by Governors.</p>	<p>Chair</p>

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<p>51/20 Review Action Log</p> <p>Action log reviewed and several items closed.</p>	<p>Chair</p>
<p>52/20 Governor Membership</p> <p>Charlotte’s term of office comes to an end at the end of Feb, and shared after many years of being a Governors, now is the time to finish her role as Governor. Volunteered to help with the recruitment of new Governors.</p> <p>Clerk has emailed Governor Services to inform them regarding term of office ending.</p> <p>Head thanked Governor for all they have done over the years.</p> <p>Governor queried how many Governors do not have a link to the school and it was confirmed there were 4, just under 50%.</p> <p>The Downend Voice would be a good place to advertise for recruiting Governors who don’t necessarily have a close connection to the school.</p>	
<p>53/20 Chairs Report</p> <p>Discussion of monitoring with focus on pupil conferencing:</p> <p>Governor will be coming into school next week to do some pupil conferencing regarding writing. Questions to be asked to children in a lesson to find out how they feel about their learning - do they know what their next steps are? What have they learned beforehand? Are they engaged? Do they enjoy it? Children who are confident and are happy to talk are usually chosen. Predefined questions don’t always give the answers we are looking for, it’s best to ask the children things like find the writing which you’re most proud of. If the children can lead the conversation on a topic, you will get the answers which are most interesting and relevant.</p> <p>Another Governor has previously done some pupil conferencing which was looking at the new curriculum and the states of being.</p> <p>Governor queried what needs to be done after pupil conferencing in terms of writing up a report. An impact column has been added to the monitoring schedule to record what impact the pupil conferencing has had. Only a few bullet points will be required and a good central place to have the record.</p> <p>Monitoring is done by Governors to always make sure we can sit in meetings and verify what the school is saying happens is reflected. Lovely to see how the books were laid out and how the teachers were engaging.</p>	<p>Chair</p>

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<p>MS Teams:</p> <p>Teams can be used to file notes to refer to from previous visits / meetings.</p> <p>Still a bit of work to do to set Governors up on Teams with the help of the office. We require being set up in a Team of our own.</p> <p>ACTION 09.02.22.01: Chair to liaise with school and IT to set up Teams</p> <p>Integra may need to set Governors up as a group.</p>	
<p>54/20 Heads Report</p> <p>Report circulated to Governors. SLT joined Ofsted training and discussed off rolling. Asked if Governors would be aware if there were to be a pattern. Children don't usually leave unless its midway through the year. Through Covid, more children have left due to people re-evaluating their life choices, such as moving abroad or moving nearer the coast. Vulnerable children only tend to leave if they have been rehoused further away from the school. Off rolling case studies will be done to explain why children leave.</p> <p>Ofsted are trying to establish are vulnerable children moving because of the curriculum or the provision doesn't meet their needs.</p> <p>Data point was at the end of Term 2. Areas which are being flagged up are reading in EYFS, but mostly for EAL, PP and SEN children. Also, a bit of a gap with maths with girls in EYFS.</p> <p>We are also seeing not as high attainment in writing in Y1 and Y2, which is to be expected due to Covid, but the progress across Y2 is strong. We are addressing the gap and have employed someone to support with writing in Y2 which will have a big impact.</p> <p>When we have an EYFS review, two headteachers came in from the hub to look at reading and writing and outdoor provision, and PP, EAL and SEN children. We had no recommendations for anything we needed to change and felt we were meeting needs well and using those areas effectively and took things away from our school for their own schools.</p> <p>We started observing the enquiry led curriculum with teachers as some tweaks still need to be made what with this being a new curriculum. The engagement and meaningful learning were brilliant. Every child was really on task, including PP and SEN children, all were accessing learning and making progress which was the main motivation for taking on the new curriculum. Full credit to the staff for embracing it. We perhaps are not being clear enough on the end point. With each enquiry we ask a big question such as how are schools the same, we are asking children to make comparisons and differences and really</p>	<p>Chair</p>

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<p>meaningful but we need to share in each lesson why we are doing that particular thing and ensure the journey flows through. It's still very new and it's good we have points to build on. All children talked about themselves as the states of being such as authors and artists and it's meaningful.</p> <p>Children need to recognise the skills and why they need them. Tiny tweaks to improve further but only done two terms worth. Felt so proud of the staff, and enjoyment and inclusion with the children, and differentiate where needed.</p> <p>Despite Covid, so many brilliant things going on at school and so many lovely fundraising ideas for the school playground. People really want to give again and there's lots of exciting things going on.</p> <p>Last week there were lots of changes to staff due to Covid, but it showed the resilience of staff and see the best in the situation.</p> <p>Governor: How are we finding the children's engagement if they are off for long periods of time due to Covid?</p> <p>Children seem to be having negative tests quite early after initially testing positive, so they are not off for long, but are picking up bits of home learning during the days they are off.</p> <p>Governor: Regarding safeguarding, and support is given to vulnerable children in terms of clothing etc. Has the church been able to help at all or can we help to facilitate?</p> <p>Yes, food bundles have been put together for half term, we give details of the families, and they drop the food off to them. The office team and SEN lead also helps with food and clothes.</p> <p>Governor: Attended wellbeing meeting and was impressed with the staff. Everyone is under pressure and there is the Ofsted element, but their minds were put at rest that not everything has to be done. If you have identified things and have a plan this is the acceptable way. Pleased with the comradery.</p> <p>Everyone pulls together behind the scenes and come together. People also support each other when it's hard. The way the school runs means everyone helps each other out and makes it a nice place to be.</p>	
<p>55/20 Deputy Heads Report</p> <p>DH mentioned how exemplary the Head has been with putting a plan into practice in terms of staffing with sometimes incredibly short notice.</p>	<p>Chair</p>

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<p>Monitoring has taken place of the floor books. We are also observing this term. Through this we are finding some tweaks need to be made and we are talking about the journey through the curriculum.</p> <p>We were not sure all the points from the national curriculum were being met as we wanted through all our enquiries, so we spent the day cutting up all the bits of the national curriculum and putting it with our enquiries and added bits if anything was missing so the coverage was complete, broad, and balanced. We can now definitely say all the national curriculum is met through our enquiries.</p> <p>The curriculum on the website is being updated all the time. There are more pictures and progression of skills documents on there from different subject leads. We have a plan of when they will all be on there.</p> <p>The new website is currently being built now. The information on the current website will be ported over to the new one.</p>	
<p>56/20 SEN and PP Governor</p> <p>Governor met with SENCO to run through the PP strategy. A new template has been introduced this year. We have been given some Covid recovery money which we decided to use on the extra writing support in the afternoons and employed a teacher to support with that across Y2. They have already made progress which has showed it was the right decision and can see it in their books.</p> <p>We decided not to apply for tutoring funding as we would have to fund too much ourselves.</p> <p>The strategy asks for evidence on decisions and interventions, by documenting training, videos watched and has been thoroughly thought out.</p> <p>A specialist came into school last week to do an observation on some children and mentioned how lucky parents were that their children were in our school as it's so inclusive. It's a real testament to the work the SENCO does.</p>	<p>Chair</p>
<p>57/20 Policy Review</p> <p>Vision, Value and Aims – Governors confirmed they had reviewed the website and are happy with the information.</p> <p>Exclusions Policy – Governors confirmed they have reviewed and approved the policy on 09/02/2022</p> <p>CCI SEND Policy and Information *FOR REVIEW ONLY - Ratification at next FGB*</p> <p>CCI Behaviour Policy - Governors confirmed they have reviewed and approved the policy on 09/02/2022</p>	<p>Chair</p>

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<p>Freedom of Information Policy - Governors confirmed they have reviewed and approved the policy on 09/02/2022</p> <p>Use of physical restraint policy - Governors confirmed they have reviewed and approved the policy on 09/02/2022</p> <p>Visitors Safeguarding and Confidentiality Agreement - Governors confirmed they have reviewed and approved the policy on 09/02/2022</p> <p>Designated Teacher Policy - Governors confirmed they have reviewed and approved the policy on 09/02/2022</p>	
<p>58/20 Chair of FS&P</p> <p>Regarding budget we are doing well and have clawed back some money in a few places. We have an extra EHCP, so some extra money coming in.</p> <p>Extra training from Blackhorse SBM for our SBM which has been helpful in terms of bringing knowledge of role up to speed and understand pots of money which have been inherited which has been positive.</p> <p>Benchmarking report showed positively with how we reflect against other schools. It is very subjective depending on which schools we are selected against.</p> <p>Safeguarding and Health and Safety visits were done and shared the action plan which came out of these visits.</p>	<p>Committee Chair</p>
<p>59/20 Chair of Ethos</p> <p>Learned about how well the vision and values is embedded amongst staff.</p> <p>Collective worship has been continuing consistently whilst having to go back to being on zoom.</p> <p>PP children having opportunities to serve in the community.</p> <p>Monitoring of collective worship done on zoom last term. Children demonstrated they understood the value of compassion when we spoke to them afterwards.</p> <p>Developing a plan to monitor collective worship termly and to start observing RE lessons in T4 depending on staffing.</p> <p>Not expecting a SIAMs inspection but ensuring we are well prepared.</p>	<p>Committee Chair</p>

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<p>60/20 Chair of S&C</p> <p>Following the decision to fund the reading assistants, that’s working well across the school and showing good progress in the data.</p> <p>Similarly, the decision to use the recovery funding for writing is showing the interventions are working and the children are enjoying it.</p> <p>Wellbeing and behaviour were flagged and accessing support for children who need it such as using ELSA. This is a challenge still but being managed well and the necessary children have been identified.</p>	<p>Committee Chair</p>
<p>61/20 Governor Courses attended/Commitment/Class Governors</p> <p>Courses which Governors have attended to be emailed to Clerk.</p>	<p>Chair</p>
<p>62/20 AOB</p> <p>Governor discussed the Governor page on the website. Governor has reviewed and come up with a plan with how to structure this.</p> <p>Governor shared screen to show the work which is being done on the website page.</p> <p>Governor had to leave at 6:45pm which was notified in advance of the meeting.</p>	<p>Chair</p>
<p>63/20 Date of Next meeting: 23.03.22 @ 6pm</p>	
<p>64/20 Total Time: 1hr 48 mins Meeting Closed at 19:48</p>	

List of abbreviations used in Governors Minutes

- ARE**- Age Related Expectation
- BME** – Black Minority Ethnic
- CPD** – Continual Professional Development
- DHT** – Deputy Head Teacher
- EYFS**- Early Years Foundation Stage
- EWO** – Education Welfare Officer
- FGB** – Full Governing Body
- FSM** – Free School Meals
- GD**- Greater Depth
- GLD** – Good Level of Development

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- HLTA** – Higher Level Teaching Assistants
- HT** – Head Teacher
- LAC** – Looked after children
- KS1** – Key Stage 1
- PP**- Pupil Premium
- PSHM**- replacing SEAL
- PPA** – Planning, Preparation and Assessment
- RACI**- Responsible Accountable Consulted Informed
- SIA** – School Improvement Advisor
- SIP** – School Improvement Plan
- SEF** – Self Evaluation Form
- SEN** – Special Educational Needs
- SENCO** – Special Educational Needs Coordinator
- SFVS**- Schools Financial Value Standard
- SIA** – School Improvement Adviser (used to be SIP)
- SIP**- School Improvement Plan
- SIAMS** – Statutory Inspection of Anglican and Methodist Schools
- SBM**- School Business Manager
- SGC** – South Gloucestershire Council
- SLT** – Senior Leadership Team
- SMSC** – Spiritual, Moral, Social & Cultural
- T** followed by a number – Term 1/2/3/4/5 or 6
- TA** – Teaching Assistant
- Y** – Year followed by R (Reception) 1 or 2

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