



**Minutes of the Pulford V.A. Lower School Full Governing Board meeting held
on Thursday 13th February 2020 6.30pm at Pulford V A Lower School, Leighton Buzzard**

1.	Registration and Prayer	ACTION
	<p>Present: Mr D Heather (DH), Mr Paul Whittington (PW - Chair), Mrs T Rees (TR), Mrs Emma Birtles (EB), Mr Alan Brandham (AB), Mother Cate Irvine (CI), Ms Beci Morley (BM), Mrs Bex Howe (BH), Mrs Emma Grimm (EG), Mr Bill Webb (BW), Mrs Rosie Horsfield (RH), Mr Jon Chadwick (JC), Mr Ed Price (EP) and Mr Andrew Wood (AW).</p> <p>Mrs Alison Quick (Clerk).</p> <p>Apologies were received from Mrs Lisa Jacobs (LJ).</p> <p>Mother Cate opened the meeting with prayer.</p>	
2.	Declaration of Pecuniary Interests / Training Update	
	<p>No new pecuniary interests were declared.</p> <p>The clerk thanked governors for continuing to attend the various training courses, as noted in the pack. The chair concurred and asked governors to ensure they looked at appropriate training. Some governors have attended specific/related training through their own place of employment. Governors to pass details of such to clerk to note and retain in the matrix.</p>	All
3&4.	Previous Full Governors Meeting Minutes	
	<p>The minutes of the meeting held on 17th October 2019 were circulated to all governors in their pack prior to the meeting. The following point was clarified and the minutes will reflect the following: Point 8 reference Working Parties SEND Working Party: 'More Able children will not included in the review.'</p> <p>Point 13 Under More Able (previously gifted and talented): 'One governor expressed opinion that MA students could be further challenged.'</p> <p>Clerk to annotate minutes accordingly then pass to chair to be signed at his next visit to school, DH to file in due course.</p> <p>The committee were in agreement that actions from the previous FGB had been undertaken and that the minutes were a true reflection of the previous meeting.</p>	AQ DH
5.	Chair's Report	
	<p>The chair's report was based around the six objectives on the School Improvement Plan (SIP). It was circulated as part of the pack, prior to the meeting.</p> <p>Objective 1 – Introduce a 'mastery' approach to the teaching and learning of maths across the school</p>	

Signature of Chair of Governors:.....

Date:.....

<p>Maths mastery is popular with the children and staff. It is having a real effect and all teaching staff are putting this into practise. We have effectively had a term of full use and advice from Bob Hopcraft – SIP (Schools Improvement Partner) – is that, in his experience, he has seen it have a slight negative impact on results in the short term but by the second year it starts to pick up. We are not seeing this so far which may be because of the extra maths group which definitely has been having a big impact. It fits very well with Ofsted’s new framework approach of looking for a ‘wide and deep’ education across all subjects. They want learning to be deep-rooted and mastery looks at multiple ways of solving the problems in maths which helps the learning take hold.</p> <p>The ‘mastery’ approach can also be used across the curriculum and that can happen ‘organically’ and tends to be more in the second year and onwards.</p> <p>Objective 2 - Review the wider curriculum in line with the 2019 Ofsted framework</p> <p>Our current Ofsted rating is ‘outstanding’ and we are, at the moment, exempt from the routine inspection. However, the government have announced with the new framework that came into operation this academic year that outstanding schools will no longer be exempt from routine inspections. This requires legislation to change and the advice from Bob Hopcraft is that this will likely be in September 2020. There is a small chance of being inspected before this time but we should expect to be on the routine inspection list from September. Given that it has been 10 years since our last inspection I would expect us to be high up that list. What we also know from the statistics on inspections of outstanding schools is that 4/5 of those inspected last term were downgraded to ‘good’ and only 1/5 retained their ‘outstanding’ status.</p> <p>We must do everything in our power to support the school in maintaining the school’s ‘outstanding’ status. To this end we have asked for help from Simon Crosby (Schools Improvement Advisor) to use his visit as a mini-mocksted and to discuss his findings and also to test our readiness as governors. He is a former HMI and will be conducting a ‘deep dive’ into ICT and science. Focus overall is deeper learning and embedding knowledge. The Chair will follow this up and report back at our next FGB meeting.</p> <p>Q: How do governors ‘show’ this is embedded around school? A: DH encouraged visits within the school day, as best practice.</p> <p>Objective 3 - Review the school’s vision and ethos in light of the new SIAMS framework, in preparation for the Section 48 inspection expected in 2020.</p> <p>DH with SLT are reviewing the vision and how it has embedded in the school with teachers and children. Governors to familiarise themselves with the following: “Pulford aspires to be a learning community which seeks to follow the teaching of Jesus Christ in all its fullness.” Emma, as RE Link Governor, has also been working in this area with Mrs Borrelli (RE Lead teacher).</p> <p>Objective 4 - Develop a strategic plan for the future development of the school, given the impending changes in structures at a local and LA level.</p> <p>Our strategy and plan have not changed. We remain happy to continue working collegiately within a 3 tier model but are willing to convert to a primary school subject to land and funding if that is the will of the town. Our statement has not changed and has been made public to all schools.</p> <p>There have been various movements recently. From last month the plan for the Fulbrook pyramid has gone to public consultation. The plan for Leighton-Linslade will be published in the same way in April</p>	<p>PW</p> <p>ALL</p> <p>DH/RE links</p>
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	<p>2020. The Chair and BW attended the last 'Schools for the Future' meeting where this was outlined and if certainly felt in the room like most people were not expecting the consultation to have been split into two in this way. Since our last full governing board meeting Leighton Middle School have announced that they are exploring the option of joining the Chiltern Learning Trust and therefore becoming an Academy. They announced this in a letter to parents on 26th November last year.</p> <p>Objective 5 - Strategic review of whole school SEND practice</p> <p>Work has been taking place reviewing SEND and more information is available in the Curriculum and Standards report and report on recent visit on SEND and PP from BM.</p> <p>Parents of SEND children have been surveyed and the general response was positive. As some of you will have seen there has been a push to get more responses to the parentview survey. As of the time of writing we had 76 responses complete the survey. Each parent can take part in the survey, so the results may reflect one or two results per child. Therefore we are unable to give a specific figure of how many 'families' the survey represents overall.</p> <p>There was some concern regarding the SEND question on the survey. It is to be noted that there is no filter on the parentview therefore some parents may have entered 'yes' for their child being SEND whilst they have not met the necessary criteria within school so are not noted on our records, hence a possible anomaly. After reaching out to our SEND families and through general encouragement via newsletter and email this is now 80% of responses are happy with support school gives their child for what they need to succeed.</p> <p>Discussion followed regarding the parentview questionnaire. 93% of those who have taken part in the survey would recommend us. Governors were really pleased with this very high result and asked that this should be noted.</p> <p>Objective 6 - Improving outcomes in Communication and language in the EYFS</p> <p>Progress has also been made in this area and this is evidenced in Bob Hopcraft's report and the Curriculum and Standards report shown later in these minutes.</p> <p>Training The Chair thanked governors for their continued commitment to training. Governors were requested to send details of any appropriate external training to be sent to the clerk in order for it to be logged on the matrix.</p>	AQ
6.	<p>Head Teacher's Report – including Attendance Update and School Advisor Report</p>	
	<p>Attendance is 96.85% to date which is good for this point in the year. Governors requested a breakdown of groups/attendance. DH to do this going forward. No exclusions.</p> <p>School has invited two external advisors to carry out audits in order to ascertain the strengths and areas of improvement within Pulford.</p> <p>The first was Mr Bob Hopcraft who sent this report:</p> <p>School: Pulford Lower School Category: Green Date of Visit: Tuesday 28 January 2020 Headteacher: David Heather</p>	

Chair of Governors: Paul Whittington

SIP: Bob Hopcraft

Present at meeting: David Heather [headteacher], Catherine Kirk [EYFS leader], Paul Whittington [chair of governors], Becky Morley [governor], Emma Birtles [governor] and Bob Hopcraft [SIP]

Focus for visit

- Review of progress towards the school's key priorities, including discussions with pupils and with the EYFS leader.

Actions from Last meeting

- Headteacher to complete a detailed analysis of results and update key documents i.e. SDP and SEF by September 2019. Completed.
- Headteacher to advise appointed governors new to HTPM/Appraisal to attend the relevant training in preparation for September 2019. Completed
- Governors to arrange date for HTPM/Appraisal to ensure completion by end of December 2019 and ensure that preliminary paperwork is completed and circulated before the HTPM/Appraisal meeting takes place. The headteacher's annual performance appraisal review was completed in line with statutory guidance. The SIP supported reviewing governors in the process, as external adviser.
- Governors to review the Headteacher's job description based on the 'National Standards of Excellence for Headteachers' guidance. Completed.

Commentary

Priority 1: Continue to promote high standards and quality first teaching by:

- Introducing a 'mastery' approach to the teaching and learning of maths across the school
- Improving outcomes in Communication and language in the EYFS.

'Mastery Maths'

- Evidence indicates good progress with the development of mastery maths, in the first year of implementation. Staff have 'bought into' the new approach, which is being driven effectively by the subject leader.
- The subject leader and senior leaders have accessed training through the Enigma Hub, which is based in Milton Keynes. Membership of the hub gives access to practice in a number of other schools and a mathematics specialist linked to Pulford, who will be visiting in the future to support the school.
- To date, staff have been enthusiastic about the new developments, which have given rise to much discussion and debate. Staff's questioning of existing and new practice has promoted a strong team ethos.
- Mathematics has been taught in smaller groups this year, which has necessitated improved communication to ensure that plans are being followed closely and that learning is sequential. However, leaders are aware that the current practice of 'setting' pupils for mathematics may have to change, given the strong focus on mixed ability teaching as part of the mastery approach.
- Early monitoring indicates that the focus on stem sentences has helped to sharpen the learning focus in lessons, while the approach has helped to raise pupils' confidence levels, particularly their ability to explain how and why they are applying their skills when solving problems.
- This was supported by outcomes of discussions with pupils during the visit. They were confident in talking about their learning in mathematics and demonstrated a clear enjoyment of the subject. They spoke articulately about times tables and how these helped with the mastery of division as well as multiplication, while also demonstrating improved understanding of how to apply their skills in problem-solving situations, including the use of bar methods.
- Monitoring has shown, however, that pupils' ability to interpret mathematical language and to apply this to problem-solving situations remains a challenge and will be an ongoing area for

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improvement.

Communication and Language

- Discussions with the EYFS leader showed that strong progress has also been made in securing improved outcomes in communication and language.
- While it is still early days, the strong focus on 'what good listening looks like' has been positive in improving children's engagement in learning, particularly during teacher-directed time. The clear focus on supporting boys in developing effective communication and language skills has been particularly important in the context of a boy-heavy cohort in the Reception class.
- Following staff training during the summer term 2019, Lift Off to Language is now fully in place to support target children. Assessment shows that this has had a positive impact in the Reception class, though records show that the cohort has fewer challenges in this area of learning than was the case in 2018-2019. In particular, the intervention has improved children's confidence and ability to speak in complete sentences. The approach is now being implemented in KS1 to provide additional support for those pupils in Year 1 who made limited progress in communication and language last year.
- There has been a strong focus on widening children's vocabulary, particularly in terms of technical, topic-specific words. For target children, these have been pre-taught in small groups, with positive impact.
- In addition, frequent 'show and tell' sessions have afforded children regular opportunities to speak to the whole class. Other opportunities in smaller groups, such as describing a mystery object in a bag, have encouraged children to be more precise in their use of language.
- As a result of this work, current assessment information shows that pupils are on track to meet their challenging targets in communication and language. Leaders note that there is a wider gap by gender this year, though this is largely a cohort issue. Assessment records show that progress in this area is good for all groups of children.

Priority 2: Review the wider curriculum in line with the 2019 Ofsted framework.

- The school benefits at present from stable staffing, which is fully resourced. The school budget is stable and indications are that the balance will be positive by the end of the year. The leadership team is strong and leadership is better distributed across the staff team, which has afforded opportunities for the headteacher to be more closely engaged in teaching and learning. As a result, the school is well placed to develop its wider curriculum, which is proceeding positively.
- The school continues to build on its existing broad curriculum. Learning experiences on offer in music, PE and Forest School have been extended which, alongside significant extra-curricular provision, has ensured that the existing broad curriculum has been further enriched. Learning experiences are also enhanced by trips and visitors, for example the recent very successful code breakers workshop at Bletchley Park.
- A SWOT analysis has been completed, which has helped to identify specific areas for further development. One such area is in science and the school has commissioned a 'deep dive' in this area from the SIA later in the term. Leaders recognise that there needs to be a robust plan for developments in science and expect to use the outcomes of the deep dive to develop appropriate action plans. This approach can then be used as a 'blueprint' for developing other areas of the curriculum.
- Monitoring has been extended to wider curriculum areas this year. For example, the headteacher has observed teaching and learning in modern foreign languages [MFL], with positive outcomes. Evidence shows that French is taught in a number of creative ways, for example pupils performing the Christmas story and composing prayers in French. Subject leaders undertake regular monitoring and support within their areas of responsibility and as a result are now much better informed about strengths and next steps within their subjects. Work to develop their skills continues.

- A number of areas are currently under development. For example, the school's approach to PSHE and in particular the approach to sex and relationships education [SRE] is being reviewed in preparation for the implementation of new statutory expectations by September 2020. Paperwork seen during the visit indicates that this development is well in hand, with skeletal schemes of work already developed by key stage teams. Leaders are currently considering how this can be communicated to parents. Consideration is also being given to developing documentary evidence of how reading is taught across the school.
- Effective ways to provide feedback to the governors' Curriculum Committee on the range of developments across the wider curriculum is also currently under review.

Priority 3: Review the school's vision and ethos in light of the new SIAMS framework, in preparation for the Section 48 inspection expected in 2020.

- Good progress has been made towards this priority. The SIAMS health check was completed in the late summer term 2019, conducted by a representative from the Diocese. The subsequent report was reviewed briefly during the meeting, which provided robust evidence to suggest that the school is in a strong place in relation to the new SIAMS expectations.
- Areas identified for further development were relatively minor and positive progress has been made towards these during the year.
- The school's Christian vision has been reviewed to make it more 'child friendly'. However, a small group of pupils spoken to during the SIP visit, while speaking confidently about the school's values and how these are underpinned by biblical teaching, found the school's vision more difficult to articulate. Given the work that has gone into the review of the school's vision with a range of stakeholder groups, it will be important now to work specifically with parents and pupils to ensure that the vision is clear and that both groups are able to speak about it with confidence.
- Other recent developments have included pupils attending the Bedford Faith Trail and regular opportunities for pupils to lead worship in church. Leaders continue to monitor and review worship to ensure that the worship space in school is fit for purpose.
- A number of training opportunities have been accessed, or are booked, including an extended programme of training on leadership for the RE subject leader and training in writing a SIAMS SEF, all of which are expected to provide effective support in preparing for the impending inspection.

Actions for the School

- Give consideration to the current practice of 'setting' pupils for mathematics, given the strong focus on mixed-ability teaching as part of the mastery approach.
- Continue to develop pupils' ability to interpret mathematical language and their ability to apply this to problem-solving situations.
- Complete the planned deep dive with the SIA in science and use outcomes to identify key next steps.
- Continue to develop approaches to PSHE and develop documentary evidence of the school's approaches to the teaching of reading.
- Work closely with parents and pupils to ensure that the school's Christian vision is clear and that both groups are able to speak about it with confidence.

Mr Hopcraft will next review in July 2020. PW thanked Catherine Kirk (EYFS leader), Beci Morley, Emma Birtles for their support and input at the meeting.

The second external audit was carried out today (13th February 2020) by Mr Simon Crosby from the Local Authority. His knowledge and previous experience of OFSTED was invaluable. He looked specifically at science and ICT as these are not areas covered widely within the data. Mr Crosby undertook a 'deep dive' in to these subjects, taking time to observe in lessons, speak to teachers and

<p>subject leaders, look at children’s work books, speak to pupils about their work and learning. The initial highlights of his visit are as follows:</p> <ul style="list-style-type: none"> • Excellent relationships between pupils, parents and staff • Children were able to articulate well when explaining their work • Children were very co-operative within class, working well on various tasks • The short time between children registering at the beginning of the day and then getting down to work; no wasted time. • SEN children were well integrated and socially welcomed within the classroom environment; they were well taught. • His overall draw from the day was how ‘kind’ we were as a school; this was a natural kindness and not for show. He commented that this should not to be under valued and should be celebrated and encouraged. <p>When aiming for ‘outstanding’ the following ‘even better if’s’ should be considered:</p> <ul style="list-style-type: none"> • A4 sheet of strengths / weaknesses for each subject – helpful for governors and staff • For children – check their primary source of information is good • Don’t teach children what they already know • Children to use their knowledge to make their own enquiries • Governors – to know School Improvement Plan Objectives and to further knowledge in order for Pulford to retain outstanding. • As a board of Governors – know children’s knowledge / subjects <p>The full report from Mr Crosby will be communicated in due course. Governors were encouraged by this initial feedback and recognised areas of improvement as a board.</p> <p>Q: How do governors know what language to use re curriculum?</p> <p>A: Governors to have a secure overview of the curriculum; common sense speak (recognising they are professional volunteers, not teachers specifically). Governors, through curriculum knowledge and monitoring visits, are able to assure curriculum is being delivered properly. Governors should have a good knowledge about our curriculum and school and to be able to articulate this. Governors should be clear on the school vision and ethos. Governors are to be clear on the SIP main objectives and use these as part of their monitoring visits. PW will amend the monitoring visits template to reflect this.</p> <p>Q: Should the board consider subject link governors?</p> <p>A: This has been mentioned previously and is being reviewed. Governors to email PW (Chair) with areas of interest/curriculum. Consider less formal meetings with subject leaders to keep updated on subject areas.</p> <p>Q: How do we know / how do we show that the new Maths Mastery is working?</p> <p>A: DH explained that this ia a work in progress. Mrs Pickering (KS1 and Maths Subject Lead) whilst embedding staff knowledge and practice will be passing this information to parents on 24th June 2020. Governors are invited to attend this presentation.</p>	<p>PW</p> <p>ALL</p> <p>RP</p>
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	Reflecting back to Mr Crosby's comments regarding our strengths which should be celebrated, BH commented that, as a governor, it is important to be able to articulate the 'feel' of the school; it's positivity and engagement of the children and staff.			
7.	Safeguarding Report			
	EB carried out her safeguarding visit on 28 th January 2020. The full report is as follows:			
	Present: Dave Heather, Head Teacher & Emma Birtles, Nominated Governor			
		Check	Evidence of Compliance	Actions
	1.	The school has developed a safeguarding and child protection policy which is reviewed annually and conforms to statutory requirements and NSCB procedures. The policy is clearly dated, highlighting the timescale for review.	<p>The policy was last reviewed in September 2019 and is reviewed annually by the FGB at its Autumn Term meeting</p> <p>Ofsted website has been checked for updates.</p> <p>Policy updated in line with Statutory requirements</p>	Policy updated in line with keeping children safe in education 2018 & was approved by FGB at Autumn 2019 meeting
	2.	A copy of the policy, alongside Part One (and Annex A) of 'Keeping Children Safe in Education' 2019 and a staff code of conduct are provided to all staff at induction.	<p>All staff sign a form confirming that they have read these on joining the school and a copy is kept on their personnel file.</p> <p>A link to these documents is available via the staff area on the website and copies are also displayed in the staff room.</p> <p>Files have been checked to ensure that a copy of the signed Part 1 declaration is on file.</p> <p>There has been a complete audit of personnel files to ensure that they are compliant.</p> <p>All new staff have been provided with a copy as part of their induction.</p>	<p>Staff signed new part 1 records being kept with central record governors will sign to confirm read at Autumn 2019 FGB.</p> <p>New Governor to sign at Feb FGB (Ed Price & Mother Cate)</p>
	3.	The policy is publicly available via the school website or by other means and parents are made aware of the school's statutory responsibilities in accordance with the policy.	The school's safeguarding policy is publicly available on the school website.	Has been updated on website

4.	All staff have read Part One of 'Keeping Children Safe in Education' DfE (2019). Whole document has been read by designates safeguarding leads and those responsible for recruitment this includes Annex A.	Yes, all staff have read both and have signed a declaration. A new declaration is signed every time there is an update. A Staff Disqualification Declaration is also signed by every member of staff and kept on the personnel files	Issued to staff signed prior to Jan 2020 training session and signed at training day. Will ask staff to sign an explicit statement relating to 2019 update by email.
5.	The Headteacher and at least one Governor have completed safer recruitment training.	Trained staff: Dave Heather Tessa Rees Stacey Major Bill Webb Trained Governors: Rebekah Howe Paul Wittington Emma Birtles	
6.	The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children including all relevant Disclosure & Barring Checks.	Yes, the process is overseen by Bill Webb. A spreadsheet is maintained to record details for all staff and volunteers. All checks for Governors are now complete.	New governors will be required to complete once appointed. Mother Cate still needs to complete check.
7.	All safer recruitment checks are evidenced in the Single Central Record and this checked regularly for accuracy.	Yes, spreadsheet has been updated and checked for accuracy.	Spreadsheet checked & signed 29/01/2020
8.	Procedures are in place for dealing with allegations of abuse against members of staff and volunteers that comply with national and NSCB guidance	Yes: School follows Part 4 of Keeping Children Safe in Education; The Child Protection Policy; and LA Guidance	
9.	A member of the governing body (usually the chair) has been nominated to be responsible for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Headteacher.	Governing Body approved transfer of responsibility to Chair of Governors at meeting on 18/05/17.	

Signature of Chair of Governors:.....

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10.	The school has developed a code of conduct for staff that clearly outlines the school's expectations in relation to the behaviour of all staff and volunteers. This is provided to all staff at induction.	The Code of Conduct for Staff is given to all staff on induction and is available in the staff area of the website. The code of conduct is linked to the teacher standards review. The code of conduct is reviewed every 2 years and was last ratified by the FGB in January 2018.	Approved by Resources Committee in January 2020
11.	Designated Safeguarding Lead: A senior member of the school's leadership team has been designated to take lead responsibility for dealing with child protection issues, to provide advice and support to staff and work with other agencies and they have received appropriate training to equip them to fulfil the role.	Designated lead is Dave Heather Training is now updated on line	TR completed training December 2019 DH to complete training 29/01/20
12.	There is an alternative person identified to fulfil the role in the DSL's absence and there is always cover for this role.	Yes: Tessa Rees – Main School Stacey Major – Early Years Date of last training: Tessa Rees – Dec 2019 Stacey Major – Nov 2018 Training now recorded on Single Central Record Spreadsheet	
13.	All other staff and governors have undertaken appropriate training about their role and responsibility and refresher training at the required intervals.	All staff received refresher training on scheduled for Jan 2020, last done Jan 2020. Paul Whittington, Lisa Jacobs, Ed Price attended from governing body. Governors were given a Safeguarding update at Autumn Term meeting along with policy review and annual safeguarding audit.	EB to update training
14.	The school keeps up to date records of all staff safeguarding training including levels of training and dates.	Yes Training now recorded on Single Central Record Spreadsheet	

<p>15.</p>	<p>In addition to regular training all staff receive regular safeguarding updates to provide them with relevant skills and knowledge to safeguard children.</p>	<p>Yes: Every Tuesday via the midday staff briefing. The minutes of this meeting are confidentially circulated.</p>	<p>Training day held Jan 2020</p>
<p>16.</p>	<p>The Designated Safeguarding Lead has received Prevent awareness training and the school has appropriate arrangements in place to prevent pupils being drawn into terrorism in line with the Prevent duty.</p>	<p>Key arrangements and policies within school include:</p> <p>Policy: Safeguarding Policy Acceptable Use Policy (ICT)</p> <p>Curriculum content: Ethos of New Testament British values</p> <p>Other: Risk assessment & partnership working (as appropriate)</p>	<p>Prevent included in Safeguarding update in Jan 2020</p>
<p>17.</p>	<p>The Governing Body regularly receives a report outlining how the school is fulfilling the statutory requirements for safeguarding; these reports and any identified actions are clearly referenced in the minutes of meetings.</p>	<p>Termly reports provided.</p>	

<p>18. Other points raised</p>	<p>Child protection records are currently stored in the Business Manager’s office</p> <p>Child protection records now stored in a lockable fireproof cabinet</p> <p>Lockdown policy has been developed and tested successfully. The policy will evolve over time as process is tested. Practice once a term.</p> <p>Mobile phone and media policies are incorporated into the Safeguarding Policy</p> <p>The school follows NSPCC guidelines for physical contact i.e. respond appropriately and don’t initiate</p> <p>Photographs – Parents are advised that there are no guarantees that children will not be included in photographs</p> <p>The school uses the E2BN internet system</p> <p>The whistle blowing policy up to date</p> <p>Educational visits – DH’s training is up to date validation 11/10/19.</p> <p>Equal opportunities statement is published on the school website</p> <p>Bullying is addressed through PSHE</p> <p>There are several trained first aiders (see H&S checklist)</p> <p>Risk assessments for all trips and main activities are undertaken.</p> <p>Considering how to address pastoral support.</p>	<p>Whistle Blowing policy to be reviewed Feb 2020</p> <p>Lockdown practice held last week.</p>
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The governors thanked EB for the thorough report and also the new format which was deemed helpful for all governors to gain a clear understanding of her findings.

Governors to email the clerk confirming they have read Keeping Children Safe In Education (Sept 2019) Part 1, as per guidance in the above report if they have not done so already.

Signature of Chair of Governors:.....

Date:.....

8.	Committee Reports and Governor Visit Report																									
	<p>ADMISSIONS - Admissions criteria for 2021/2022 was ratified and signed by PW. Pass to DH for filing.</p> <p>DISCIPLINE - Discipline committee not met.</p> <p>RESOURCES - EB gave the following overview of the Resources Committee Report as sent out with the epack to all governors prior to the meeting: The Resources Committee met on Thursday 16th January 2020. The key points discussed were as follows:</p> <p>1) Budget Review</p> <p>a) Income/Expenditure – Overall expenditure was 75.2% at the end of December and income stood at 95.1%, these figures are in line with the expected budget profile.</p> <p>b) Maintenance costs – Grounds and building maintenance costs are currently 0.2% higher than the total spend in 2018/19. This is due to essential expenditure of items recommended in the CBC Health and Safety audit e.g. removing unsafe trees. No further major maintenance spend is envisaged, so overall spend should be within budget</p> <p>c) Overall – The school’s financial position is the best that it has been in the last 6 years following expansion. Expenditure has been kept as tight as possible and pension/salary figures are not as high as originally anticipated. A small surplus is still forecast.</p> <p>d) 2020/21 Budget – The budget figures for next financial year include an increase in Teacher pensions from 16.7% to 23% and salary increase of 2.75% for teachers and 3% for teaching assistants, which are the predicted figures provided by CBC. Maintenance costs are expected to be lower as the majority of major work has been completed this year.</p> <p>2) Capital Works Proposed for Summer 2020</p> <p>The following expenditure is proposed, subject to available funding:</p> <table style="margin-left: 40px;"> <tr><td>Replace heating system</td><td style="text-align: right;">£75,000</td></tr> <tr><td>Cold water temperature fix/new build</td><td style="text-align: right;">£ 1,000</td></tr> <tr><td>Paint 3 x KS1 classrooms</td><td style="text-align: right;">£ 1,500</td></tr> <tr><td>Make good round boiler replacement</td><td style="text-align: right;">£ 1,000</td></tr> <tr><td>Replace minibus</td><td style="text-align: right;">£15,000</td></tr> <tr><td>Replace class whiteboards</td><td style="text-align: right;"><u>£ 6,000</u></td></tr> <tr><td>TOTAL</td><td style="text-align: right;"><u>£99,500</u></td></tr> </table> <p>Funding will come from the following sources:</p> <table style="margin-left: 40px;"> <tr><td>LCVAP</td><td style="text-align: right;">£56,250</td></tr> <tr><td>Devolved Formula Capital</td><td style="text-align: right;">£ 6,500</td></tr> <tr><td>PTA</td><td style="text-align: right;">£ 5,000</td></tr> <tr><td>Pulford Trust Application</td><td style="text-align: right;"><u>£26,750</u></td></tr> <tr><td>TOTAL</td><td style="text-align: right;"><u>£99,500</u></td></tr> </table> <p>The Resources Committee agreed that an application should be made to the Pulford Trust for</p>	Replace heating system	£75,000	Cold water temperature fix/new build	£ 1,000	Paint 3 x KS1 classrooms	£ 1,500	Make good round boiler replacement	£ 1,000	Replace minibus	£15,000	Replace class whiteboards	<u>£ 6,000</u>	TOTAL	<u>£99,500</u>	LCVAP	£56,250	Devolved Formula Capital	£ 6,500	PTA	£ 5,000	Pulford Trust Application	<u>£26,750</u>	TOTAL	<u>£99,500</u>	
Replace heating system	£75,000																									
Cold water temperature fix/new build	£ 1,000																									
Paint 3 x KS1 classrooms	£ 1,500																									
Make good round boiler replacement	£ 1,000																									
Replace minibus	£15,000																									
Replace class whiteboards	<u>£ 6,000</u>																									
TOTAL	<u>£99,500</u>																									
LCVAP	£56,250																									
Devolved Formula Capital	£ 6,500																									
PTA	£ 5,000																									
Pulford Trust Application	<u>£26,750</u>																									
TOTAL	<u>£99,500</u>																									

Signature of Chair of Governors:.....

Date:.....

£26,750.

3) Policy updates

The following policies have been updated and were approved:

- Finance Manual;
- Health and Safety and Security Policy;
- Lockdown Policy; and
- Freedom of Information statement

BW noted that the budget is to close after P11. Accruals to show for P12. This is on request of the LA. PW highlighted that this is the best financial position the school has been in for the last 6 years. The school has remained on track throughout this last financial year. Governors thanked DH and BW for their focus in this area.

No other comments. (EB signed the Resources Committee Minutes for filing.)

The Schools Finance Manual and Scheme of Delegation was ratified and signed by EB then passed to DH for filing.

CURRICULUM AND STANDARDS

Curriculum and Standards meeting minutes from 21st January 2020 were circulated to all governors prior to the meeting. BM brought this overview:

Whilst we were slightly low on numbers we had a productive and informative curriculum and standards sub-committee.

It was encouraging to hear about highlights – such as the eco themed ‘team day’ that took place in November enabling pupils of all ages to work with different age groups and teaching staff. This had great pastoral benefit and is hoped will be an annual event.

We spent some time asking questions around data and progress – most of which is seeming to be positive. The school leaders are able to articulate actions they are taking when data is not what they expect. For example, EYFS has a low baseline with regards to boys writing, which is different to the cohort from last year. The relevant staff are looking at why this might be and interventions already in place.

We also discussed different ways of approaching data – both in terms of presenting it to the board and in terms of relevance to Ofsted. Whilst data is an important way for governors to scrutinize and ask relevant questions, the new Ofsted framework will want to know more than just data. Much more emphasis will be placed on seeing the work first hand and talking to children. We are, therefore, asking all governors to prioritise school monitoring visits (ideally linked to school development plan areas), where they can ask relevant questions of staff and children alongside looking at books and teaching. Reports will be distributed following visits to the board.

Beci Morley had a SEND and PP monitoring visit on 6th February 2020.

Bex Howe is planning a More Able visit in the near future (date to be confirmed).

We will also be trialling, where possible, inviting subject leaders to the curriculum and standards

ALL

BM

BH

subcommittee next term to discuss their area of work. Literacy, PHSE and History are the target subject leads for this.

(Suggested questions to subject leaders following Bob Hopcroft visit would be: What does the school do well in this area? What are the next steps? What monitoring has given that information? Tell us about reception to year 4 curriculum and how it builds across the year groups.)

See the minutes for more info and an update on SEND and Pupil Premium to follow separately.

Governors thanked BM for her report and were encouraged by the positive data. It was confirmed, through earlier discussions also, that we are now looking for overall knowledge. The data shows where the children are now; forecast for the end of year is that school is on track to achieve the end of year targets, as Curriculum and Standards minutes note.

Discussion followed regarding the shift in data focus to overall knowledge. The interpretation of data to reflect this will be passed to governors going forward. Less detailed data, more subject leaders presentations (see Mr Crosby's note regarding informal meetings). Governors accepted the invitation of said presentations and would organise.

Q: How do all governors know this is a true reflection of where school is?

A: Sub committees come with a duty of care and to that end other governors are to respect their judgements and findings as governors must have elements of trust between the various sub committees. However, all governors are welcome to attend any of the subcommittee meetings so should they wish. Governors were happy with this understanding and explanation.

Mr Edward Price, having had time to embed himself in to the board, showed a keen interest in joining the Curriculum and Standards committee. This was agreed by all. AQ to note appropriately.

AQ

LEARNING SUPPORT REPORT

Pulford Lower School Termly Learning Support Report to Governors-Spring Term 2020

Learning Support School Profile

At present, SEND pupils make up approximately 10% of the whole school population.

Updates since last meeting

Key updates:

- The school has had two new EHC Plans agreed, totalling 3 in the school. In addition, a previously unsuccessful application for a child now in middle school has been appealed and approved. 2 redeployed TAs have been given extra hours and are taking on the keyworker roles for these 2 pupils. EHC pupils have a meeting every term with class teacher in addition to their parent consultation and an annual review of the EHC plan with Mrs Rees and key staff.
- Parents of children in the main school with SEND have had a meeting with their class teacher or Mrs Rees and received information (folder) about SEND and their children's SEND support plan. For those who have attended these meetings, there has been a positive response.
- Pre school is managed by Mrs Major and the folders are yet to be roled out.
- Focus group/key workers are assigned to children not making expected progress; specific Keyworkers in the case of children with an EHC Plan. TAs and Class Teachers are on the playground more regularly for parental queries.
- Staff have been encouraging parents of children with SEND to complete parent view. There

appear to be a small amount of families, who are not satisfied with the SEND provision. The survey is anonymous so we are unable to further clarify or support these comments. Other statistics from Parent View suggest families are happy with the provision provided.

- The school have not had any complaints in relation to SEND this year. Any concerns raised are dealt with by Mrs Rees or class teachers.
- Mrs Rees continues to ensure positive communications and relevant opportunities for SEND families are put in the e-newsletter or personal communication.
- Although the SEND working group is no longer meeting, there will be a SEND agenda item as part of the Curriculum and Standards Sub-Committee.

Staff skills and training and impact on quality teaching and learning

Current training/support:

- “Lift off to language” now being extended into key stage 1 from reception, specifically supporting the challenging cohort in that year group.
- Maths mastery training undertaken by everyone, and allows for children to appropriately challenge themselves.
- Safety is considered through E-safety sacks/booklets and visiting police discussing the subject.
- Epipen, asthma and epilepsy training has been completed for 7 more staff members.
- The Educational Psychologist has telephone conversations to provide useful insights for specific children, and will visit in person in summer term.
- LC2 family support worker is still coming most weeks to support 2 children with play therapy activities. MK Bereavement is working closely with one of our families.
- Emily, a member of staff from a special school, attends on a needs basis to offer support and advice for specific children. The school pay into a package to access this expertise.
- Lunchtime and other interventions continue beyond whole class teaching.

Pre-school

There is 1 child on stage 1, 1 on stage 2 and several being monitored. Mrs Rees and Mrs Major regular catch up to share thoughts on pupils and seek peer advice. Mrs Major holds the Senco role for Pre-School.

More Able (previously Gifted and Talented)

There is a responsibility for governors to understand who is working at greater depth. The data presented to Governors includes this information and learning walks consider this aspect. The school has a More Able policy and publishes its report on the website.

The school keeps a register of those who are More Able in order to recognise achievements and support the whole child’s development.

Pupil Premium pupils

Overall Pupil Premium are making expected progress. There are now 3 PP pupils who also have SEN and Mrs Rees ensures they receive the correct amount of time and attention. Mrs Rees has provided governors with an anonymised case study of one of these pupils.

EAL

There is one child who arrived at school with no English. The school purchased a learning village software programme which is proving successful for this child.

SEND in the School Improvement Plan (SIP)

Mrs Rees is confident that the review that started last year has put successful changes in place including the introduction of folders, additional meetings with parents, case studies for governors,

	<p>passing relevant information in e-newsletters and SEND as an agenda item in the C&S Sub-committee. Senior Leaders are considering whether an external independent review of SEND provision would be useful in confirming strength of provision. Learning walks by governors are one way governors can consider provision and support the review of SEND this year.</p> <p>Governors thanked BM for her report and to TR and LJ for this input. Governors noted that there is no gap in Pupil Premium pupils. All individuals are making progress. No further comments.</p> <p>The three governor monitoring visit reports were circulated prior to the meeting. DH thanked EP, PW and BM for their respective Reading, ICT and SEND/MA feedback which will be used to embed and further improve these subjects. The reports are being used as evidence being filed centrally with the clerk in order for the board to build a portfolio / succession planning as and when required.</p> <p>BH (EYFS), CI (RE/Worship), EG (RE), BH (Maths) will be making the next round of monitoring visits between spring and summer terms. AQ to confirm dates.</p>	AQ
9.	Policy Updates	
	<p>Safeguarding, Learning Support, Allegations and Whistleblowing Policies were circulated in the epack prior to the meeting. No substantial changes.</p> <p>Governors agreed the policies which were signed by PW (Chair) and passed to DH for filing.</p>	DH
10.	Any other business	
	<p>Saints Alive Articles to be written by the 15th of the month: March – AW April – PTA May – DH</p> <p>A governor had asked for the earlier start times for meeting to be discussed. PW outlined the initial reasons for the change (work/life balance for staff, well being of all involved etc which are a focus in the new OFSTED) of which all were in agreement that it made sense however, understanding that this may cause some difficulty for those working out of town (similarly for spouses). Other schools have their meetings during the school day. Governors were reminded that they are entitled to support from their employer by being allowed time off to attend meetings. PW went around the room to ask for thoughts/ preferences having been advised to do so in this manner. The majority, whilst acknowledging that the 6.30pm start time may occasionally cause some difficulty, agreed that we would continue with the earlier start time as it would be detrimental to change them.</p>	AW PTA DH
11.	Dates of next terms meetings:	
	<p>Resources – Thursday 30th April</p> <p>Curriculum & Standards – Tuesday 5th May</p> <p>Full Governors - Thursday 21st May</p> <p>All governor meetings now to start at 6.30pm in the staff room.</p>	
12.	Grace	
	The meeting closed at 8pm as Grace was said together.	

Signature of Chair of Governors:.....

Date:.....