

Heacham Junior, Heacham Infants, Snettisham Primary Schools
Local Governing Bodies Meeting 3/6
Jan 8th 2023

Present Louise Jackson, Emma Hunt (EH), Barbara Herring, Alic Taylor, Emma Hall (EHL), Vicky Proctor, Paul Bland, Amanda Gibbins, Cheryl Rumens

Apologies Gavin Batterbee, Rachel Richardson, Kirsty Kerr, Kate Watson

Clerk Hayley Roberts

Minutes of Previous Meeting	
Agreed.	
ACTION: HR to print minutes and send to school office for KK and BH to sign.	
Matters Arising	
Agenda Item	Actions
1. Absence As above	
2. Notification of any other urgent business	
3. Pecuniary and other interests None	
4. Governing body membership At this moment we have not had a response from GB re his membership so assume that he no longer wishes to continue as a Governor.	ACTION: HR to remove GB from GIAS and website.
5. Scheme of delegation A document was circulated prior to the meeting No questions, uploaded to GH for info.	
6. Headteachers Report A document was circulated prior to the meeting Working with behaviour still post-pandemic. Regulation for some pupils is more difficult, especially those who may have experienced traumas. Early years children are really involved in their learning. One cohort has a high SEND percentage and high number of boys in comparison to girls, but pupils say they are happy.	

SPS behaviour is improving. Pupils who might have previously shown school refusal are improving.

HJS behaviours for learning are good on QA walks. The knowledge rich curriculum is embedded across the schools and staff are confident in delivering it.

ECT's are delivering confidently and consistently. There are currently two ECTs; one at SPS and one at HJS.

New learning plans for SEND are being worked on across all schools.

Parental opportunities to access each school have been increased recently. For example the maths cafés have been well attended. 'Stay and Play' has happened too and parental feedback has been really positive. Children were happy to see families and families looked happy to be there.

Having families back in and having the community in, is a big thing that we want to do.

VP added that as a parent, the maths workshop at HJS was a delight. Every class was focused and there wasn't any messing around.

Areas of development:

Working on standards. Particularly the end of KS2 year 6 outcomes. The aim is to increase the headline data because although each school has a context, the headline data is something that can be worked towards improving.

There are teams in place at both schools where there's a lot of thought going into intervention, gap filling, structured timetabling etc. to ensure there's lots of recapping and opportunities to increase outcomes.

Maths outcomes haven't increased as much in Norfolk compared to nationally. Reading has been affected less.

AGi commented that it might be because parents are more confident in putting in that time with the children at home.

LJ explained that there is really robust subject leadership. In every subject the teachers, middle leaders etc. can talk about the curriculum confidently.

Consistent presentation and handwriting is something being worked on.

Nearly half of all SPS pupils are PP. There are 88 on roll. The average school size is now 300 which is tiny compared to national schools. 22% of students at SPS are SEND.

Attendance at SPS is 92.04 but one pupils has zero percent attendance.

AT asked if there is a key reason for absences

LJ replied that illness is the primary reason. Respiratory, Covid etc.

AT asked if outside of illness if there's any with school avoidance reasons

LJ replied that there is one student at HJS and one at SPS and that they are taking advice on school avoidance difficulty.

EH added that on Monday they had feedback that they are doing everything that they possibly can.

VP asked with safeguarding in mind, whether the schools connect with those students when they aren't in

LJ explained that a pastoral and attendance officer was employed in September who works really hard with the families to do home visits. She sorts out the EHAPS.

AGi asked how many persistent absentees there are who have already missed 18 days

LJ replied that there are four. Two are single families and have clear reasons and will be re-integrated back.

BH asked if PP numbers are on the rise

LJ replied that the cost of living is impacting people everywhere. When children move from KS1 to KS2, they have to pay for school meals and very often that's when the children get officially registered as PP. Therefore, if parents didn't fill the form in when their child was in the infants, the PP children are not on the school's radar until they get to year three.

AT asked what is done to support with breakfast clubs for PP students

LJ explained that children are invited if there is a need to support a family. Vouchers have been sent out to families that are PP to offer them the opportunity to get some funding. The schools signposts families who need financial and social support, to help them get that support.

AT asked if breakfast club is funded

LJ replied that they do offer some funded places, and that the school buys the bread for the toast.

BH asked how widely the school advertises the fully funded places for breakfast club or whether it is by invitation.

LJ explained that staff identify students as an early intervention offer. Capacity to manage the demand might be hard otherwise. If staff see that there is a need then the school offers it and funds it for those children.

BH asked LJ whether she feels assured that there isn't anyone that might need it, but is masking it.

LJ replied that she feels reassured that its quite well known by parents that there is an offer of support across the schools.

AT asked how improvement is measured for the lowest 20% compared to national.

LJ replied that Pixl tests are used which start in year one and that there are thresholds which progress can be measured against.

For pupils with additional needs they have EHCP's.

There was a PP report at LGB1 which has costings/income etc. There are some PP pupils who are accessing expected progress at the end of

<p>year 6. AT HJS at the end of 2022 there was an average of pupils attaining well. The input is high. 20k plus per school. Outcomes are measured in confidence, access to enrichment, tutoring, more opportunities, 'The Brilliant Club' etc.</p> <p>Research-based intervention is used. For example, the <i>Education Endowment Foundation</i> is an external company with a tool kit for intervention that works.</p> <p>The school improvement plan- will be RAG rated for LGB4</p>	<p>ACTION: LJ TO UPDATE SCHOOL IMPROVEMENT PLAN</p>
<p>7. Targets for all year groups</p> <p>A document was circulated prior to the meeting</p> <p>The targets take into consideration prior attainment and national averages as well as some school aspirational targets.</p> <p>Regular pupil progress meetings are held, with deep delves into individuals. However, anything can happen in test week, so it's having that non-negotiable expectation to improve outcomes. Staff are really digging deep and meet with the year six teachers every Tuesday.</p> <p>Staffing has also been increased, QA meetings have taken place and Neil Mindham from the Trust comes to meet with the year 6 teams.</p> <p>Increasing attainment outcomes in year six is a priority and LJ and EH with their staff are throwing everything at it and aiming for 74% read, write, maths at the end of July 2023 for HJS and 75% at SPS. The National average is 59%</p> <p>VP asked if the year 5's are in a strong position to, o so that it's not such a big hurdle in year six</p> <p>EH explained that the year six teacher is being mentored by the year five teacher and the year five teacher is also mentored by EH herself. It's a deep process for year five but isn't as frequent as year six.</p> <p>Assessments take place termly and check that scores aren't dropping.</p> <p>AT enquired about the numbers adding up to 12</p> <p>LJ replied that the 12 are at expected and of those 12, four will be greater depth. So it's expected, plus.</p> <p>AT asked if they are losing the intervention teacher in year six</p> <p>LJ explained that yes they have lost that person but that they have gained another. Mr Smallwood is going to come and do two days to replace MAT leave.</p> <p>AT asked if that intervention is measured</p> <p>LJ replied that it is measured through assessment with scaled score increase. It's a total of points in all papers that are done and students need to score 100 or more to be at the expected level. There is a hope that they will go up from the scaled assessment.</p>	

8. Safeguarding report: E. Hunt

Last shared at the beginning of January, so it's updates since four weeks ago.

VP asked under safer recruitment, RR had done the training in 2017.

EH explained that herself and BH have looked at this and it is something that needs to be actioned.

BH as the safeguarding governor and EH as lead DSL have fully read KCSIE plus annexes in its entirety.

All governors have also read it.

AGi had Safer Recruitment training in February 2021.

BH asked if more governors would like it

VP replied that she would, but can only do a Monday.

18.25 CR had to leave

Multi agency training is really hard to book on to at the moment so EH and LJ are looking ahead and keeping a close eye on that to ensure all training is kept up to date.

AGI commented that she has had similar issues with Smithdon too.

BH has done the SCR checks.

ACTION: HR to find out about safer recruitment

9. Computing Provision

Some children have daily use of an iPad to support things such as their times tables practise.

Some have computing books to record their learning.

Lots of CPD has taken place for staff to understand computing.

There are 30 laptops at each school.

VP did a deep dive on computing.

BH attended the online safety Norfolk Constabulary workshop last night and felt that it was really informative. There was a lot on PREVENT and was really interesting.

AGi asked if there are issues with Tick Tock as driving home last night she heard on the radio that it's not supposed to be used by under 13's but that family safeguarding can be put in place.

LJ replied that online messaging is the main problem and that it's causing lots of problems with friendships.

AGi commented that Snapchat is the biggest issue at Smithdon.

VP commented that her daughter's phone is set up so that she cannot download apps without her getting a notification as the parent.

<p>EHL asked whether laptops for homework is a provision in place LJ replied that they don't have computers that are for the purpose of loaning out, but that if there was an individual need then it is something that they would look in to.</p>	
<p>10. Reducing Staff work load</p> <p>Wellbeing reps meet termly. The feedback is generally positive. EG staff wanted some little bits and pieces in the toilets such as body sprays etc.</p> <p>There are shout out boards, cakes and chocolate to keep energy going.</p> <p>Staff are allowed time to visit their children's performances. Extra subject leader time is also given if staff ask.</p>	
<p>11. Risk Register A document was circulated prior to the meeting</p> <p>No changes</p>	
<p>12. Governor monitoring and training</p> <p>VP, BH, AT all monitored this term.</p>	<p>ACTION: KK to send art monitoring report</p> <p>ACTION: AT to write up RE monitoring report</p> <p>ACTION: Deep dives in maths and English in KS2 both schools on a Monday in March.</p>
<p>13. Policy reviews</p> <ul style="list-style-type: none"> Touch Marking Maths LAC Behaviour Admissions Anti-Bullying (3 different) Attendance First Aid (HJS & SPS) SEND (3 different) Uniform (3 different) Administrations of medicines Behaviour 	<p>ACTION: Marking, maths and touch policies to move to LGB4</p>
<p>14. Current focus</p> <p>Energy and frequent discussion around attainment. Working using provision mapping.</p>	

Any Other Business

None

Date of Next Meeting – Wed 22nd March 1700. Venue HJS

ACTION: HR TO ADD SEF TO LGB4