

**West Norfolk Academies Trust**  
**Heacham Infant and Nursery Schools**  
**DRAFT Minutes of the local Governing Body meeting held on**  
**Thursday 11th July 2019 at 6.30pm at Heacham Infant School**

**Queries/questions - highlighted in yellow**

**Present:** Mr. Gavin Batterbee, Mrs. Jillian Carr, Mr. Robert Dale, Mrs. Emma Hunt, Ms. Louise Jackson (Executive Head), Mrs. Vicky Proctor, Mrs. Rachel Richardson, Mrs. Kate Watson.

**In attendance:** Jane Hill (Clerk)

Paperwork for the meeting including the Head Teacher's report had been circulated to Governors prior to the meeting.

	The meeting started with a comprehensive tour of the Infant School by Governors. The Chair welcomed all the Governors to the last meeting of the academic year.	<b>Action</b>
<b>1. Apologies for absence</b>		
	Apologies were received and accepted from Charlotte Ferguson, Jo Ranson and Reverend Simon Wilson due work commitments and illness. Simon Wilson was leaving Smithdon to take up a Headteacher post at another school closer to his home. Governors agreed that Amanda Gibbins, the Deputy Head at Smithdon, should take his place on the local Governing Body. Jo Ranson is leaving the school and Governors were pleased to learn that she will be remaining as a Governor.	
<b>2. Notification of any urgent business</b>		
	None.	
<b>3. Declaration of business/pecuniary interests and conflict of interests</b>		
	None of the Governors had any interests to declare on any item on the agenda.	
<b>4. Minutes of the previous meeting on 20th March</b>		
	The minutes had been circulated and Governors were all happy with them. <b>DECISION: Governors unanimously agreed the minutes as a true and accurate record of the meeting.</b>	
<b>5. Matters arising</b>		
	<p><i>Item 2 - Safer Recruitment training:</i> The Executive Head said that the school had not yet bought into the Education Solutions package that included training and having bespoke training was prohibitively expensive. She was investigating buying governor training from Educator Solutions and would report back to Governors. Rachel Richardson said she had completed the Safer Recruitment course.</p> <p>The Chair said he would find out from the Trust what training they were planning for Governors.</p> <p><i>GovernorHub:</i> Governors said they were making more use of GovernorHub.</p> <p><i>Item 9 -</i> Governors had carried out a deep dive and learning walks.</p> <p><i>Item 12:</i> EEF Guide is an item on the agenda.</p> <p><b>ACTION: Executive Head to investigate Governor training packages and</b></p>	EHT Chair

	<b>report back to Governors about Safer Recruitment. Chair to find out what training for Governors was being organised by the Trust.</b>	<b><u>Action</u></b>
<b>6.</b>	<b>Ofsted update</b>	
	<p><b>New Ofsted Framework</b></p> <p>The Chair explained that the new Ofsted framework has been agreed and highlighted that a key focus will be on engagement with teachers (eg subject leaders) increased book scrutiny and knowledge of the broader curriculum:</p> <ol style="list-style-type: none"> <li>1. Ofsted will ask children what they have learnt previously and what they remember about it.</li> <li>2. The framework considers the Intent, implementation and Impact of the curriculum. It is important for Governors to know what the curriculum is about and why we use it. The walk round the school at the beginning of the meeting helped to show the intent, for example in the use of the natural environment (including the sea) as the school is in a rural and coastal area. It was also evident that the school seeks to provide wider cultural experiences because of the limited diversity of cultures local. Governors wanted to ensure the curriculum opens up into other areas and broadens the minds of the children.</li> </ol> <p>The Executive Head reminded Governors of the staff values illustrated with the tree diagram in the Hall. Staff should deliver high quality teaching with high expectations and inclusion of all the children - the roots of the tree – from which children with confidence, knowledge and skills could grow.</p> <p><b>New Curriculum</b></p> <p>Implementation of the new curriculum - subject plans are being developed and written by staff.</p> <p>In line with the new Ofsted framework, all the schools in the WNAT were working together to develop an ambitious and high quality curriculum to reflect the Trust values, our coastal context and engaging units of work that will interest and challenge the children.</p> <p>The Chair said that at the last Heads and Chairs' meeting the curriculum map was shared across each year and covering each subject. It was now expected to go beyond reading, writing and maths to encompass Science, Geography, British World History, Art, Music, RE, PSHE etc. The Executive Head explained that the curriculum maps sequence what the children need to learn from Infant School to GCSE and, while quite prescriptive, give staff a structure to work with and make sure that workload is controlled.</p> <p><b>In reply to a question from Jillian Carr</b>, the Executive Head said that this was an effective tool and behind each subject there is a lesson plan and what information and knowledge the children need to learn and understand.</p> <p>Staff have been visiting the London School that is promoting this and this is a pilot being run by WNAT. The schools have a year to write new curriculum.</p> <p><b>In reply to a question from Kate Watson</b>, the new curriculum will be posted on the website and discussed with parents at Parent Forum sessions.</p> <p>The Chair said that if Ofsted carried out an inspection, staff and Governors</p>	

<p>will need to be able to explain that this is what the schools, especially the Infant school, are working towards.</p> <p>Governors need to have a grasp of the new curriculum and question whether there are adequate resources to deliver each subject. For example Governors could question whether there are the resources to learn about electricity in science in Year 4 etc.</p> <p>Kate Watson asked if the schools were making good use of technology to teach these subjects?. The Executive Head explained how there is limited access to YouTube for educational purposes, SEN champions had an on-line conference etc. The Trust have allowed the schools to spend money on resources. The Executive Head outlined what had been ordered including ReadWriteInc, Jigsaw and enough books so that every child in the school has a good quality book to work with. The Trust is committed to ensuring that the education of the children is good.</p> <p>In order to ensure that non-core subjects are covered there will be time allocated and committed to those subjects. Emma Hunt explained there will be separate books for the different subjects so it will be easy to check if the time has been committed to each subject.</p> <p>Under the new Inspection framework, Ofsted inspectors will be interested in looking at the children's books and talking to the children and talking to Governors. Vicky Proctor stressed the importance of Governors having a consistent approach that ties in with the Teaching and Learning policy. During the inspection at the Junior School, the Inspectors were impressed with the quality of the Forest School, so at the next inspection at the Infant School, Governors need to link what they see with the curriculum map. Emma Hunt said that the curriculum map was carefully drawn up and linked across the subjects.</p> <p>The Executive Head said the new curriculum approach is a strong strategy with a well thought out and researched plan. In reply to a question from Jillian Carr the Executive Head said that the research was carried out by the Education Endowment Fund. The Chair mentioned that the research had shown there was a 30 million word gap between affluent and less affluent children, not just the amount of words but the quality of words and this is included in the curriculum map.</p> <p>Rachel Richardson was assured that the Forest Schools would continue.</p> <p><b>Three Schools coming together</b></p> <p>The Executive Head explained that joining the three schools within the Trust has changed the way of working. The Executive Head and Deputy Executive Head will not be able to be in each school and queries etc. will be dealt with the senior person at each school. This will give opportunities for teachers to broad their experience and help them grow. Teachers have more opportunities to share views in a larger forum. Staff across the three schools meet to share policies and agree on what good standards in learning look like across the subjects for different age ranges. Teachers are taking ownership of their plans and there was good training for teachers.</p> <p>In reply to a query from Rachel Richardson, the Executive Head said that there were good TAs across both schools who stepped in where necessary. The teachers write lesson plans for TAs to deliver if the teacher has to be out of the class and there is support for the TAs when the teacher is absent.</p>	<p><b>Action</b></p>
--	----------------------

	<p>Rachel Richardson was assured that staff wellbeing was very important.</p> <p>The children were very enthusiastic about the school dog.</p> <p><b>Finance:</b></p> <p><b>In reply to a question from Jillian Carr</b>, the Executive Head said that although the budget is managed by the Trust she was still involved with it. There had been savings by having one Executive and Deputy Executive Head across the three schools. The schools were being allowed to buy the resources they needed. <b>Vicky Proctor mentioned that all the Primary Schools in the Trust coming together helps with resources and developing leadership.</b></p> <p><b>Ofsted Inspection at the Junior School</b></p> <p>The Chair said there had been an excellent report from the May inspection and it was a reflection of the hard work of Louise and her team that school were rated Good in all areas. There were some lovely comments about SEN, good maths teaching, pupil well-being and the Forest School which was fully integrated into and linked with the curriculum.</p> <p>Staff were already working on the area the school needs to improve further:</p> <ul style="list-style-type: none"> <li>• Ensuring that pupils have greater opportunities to develop their understanding in mathematics by use of reasoning and explaining their ideas.</li> <li>• Developing the long-term curriculum planning so that it is clear how pupils will build on and apply their knowledge of each subject as they move through the school</li> </ul> <p>The Executive Head said that Governors were fantastic and how much the Junior School has changed and is still changing.</p> <p>Governors asked for their thanks and congratulations to be passed on to staff.</p> <p>The Executive Head said how the energy levels were up at the Infant School.</p>	<b>Action</b>
<b>7.</b>	<b>Curriculum Review by Year Group</b>	
	Was covered under item 6.	
<b>8.</b>	<b>Final Predictions - Y6, EYFS, Phonics and KS1</b>	
	<p>SATS - Year 6 said that the results were good and in line with national average even when the high number of EHCP children was included. There was an increase in Reading Writing and Maths and there was an increase in greater depth.</p> <p>For data see the information attached for both schools.</p> <p>Governors discussed the data in detail and praised the staff for all their hard work.</p> <p>Governors discussed the next Year 6 as they were the first to take the new Year 2 SATS and did well. The Executive Head said that good teaching will be in place to help the children achieve and make the necessary progress.</p> <p>The Executive Head said how that peer teaching and coaching is helping</p>	<b>Action</b>

	<p>staff develop and improve.</p> <p>Pupil Premium children had done as well or better than the other children scoring 100% in Maths. The impact and support they are receiving and the increase in the pace of learning has helped.</p> <p>The Deputy Executive Head had monitored progress in other year groups and Year 1 phonics were lower than the national average. <b>In reply to a question from the Chair about the reason for this</b>, she explained that termly tracking is undertaken by the phonics lead and progress was made, those children with vulnerable backgrounds, 30% SEN/PP had made small steps progress.</p>	
<b>9.</b>	<b>Safeguarding</b>	
	<p><b>SCR:</b> Vicky Proctor had checked the SCR at the Infant School this week and was planning to check the one at the Junior School soon.</p> <p><b>Child Protection:</b> In her report, the Executive Head reported there had been a high number of child protection cases across both schools involving 7 children and this has resulted in rapid responses from the DSL and having to write a number of reports and attend core group meetings and child protection conferences. <b>In reply to a question from Jillian Carr</b> the Executive Head felt that this was a blip and not a trend. A lot of parental engagement needed but some cases would require in future a lower level of support in both schools.</p> <p><b>Attendance:</b> <b>Vicky Proctor commented about the pupil attendance in the Head's report for both schools and how good it was.</b> High staff absence had been due to significant illness amongst staff in September and several members of staff being on long term sick leave, following hospitalisation but they had now returned to work.</p>	
<b>10</b>	<b>Governing Body self-review and action plan</b>	<b>Action</b>
	<p>Governors decided to discuss this at the next LGB.</p> <p><b>ACTION: Clerk to add Governing Body self-review to the agenda for the next LGB meeting.</b></p>	Clerk
<b>11</b>	<b>PE and Pupil Premium impact</b>	
	<p>As mentioned above Year 2 Pupil Premium children had scored 100% in Maths due to quality first teaching and its impact on the pupil premium children and the strategy to increase the space of teaching. The Teaching and Learning policy is giving more access to teaching for SEN and Pupil Premium children and this is having a definite impact.</p> <p>The amount of pupil premium funding for Infant school is £30,000 and the Junior School is £50,000.</p>	
<b>12</b>	<b>Governor training and monitoring</b>	
	<p><b>Monitoring:</b> Vicky Proctor had checked the SCR at the Infant School and was going to check it at the Junior School.</p> <p>Kate Watson had circulated copies of her Deep Dive monitoring reports to Governors.</p>	

	<b>Training:</b> See item 5  <b>Policies:</b> <b>Governors agreed the Teaching and Learning Policy and the Marking Policy which had been circulated to Governors prior to the meeting.</b>	
<b>13</b>	<b>Date and times of future meetings</b>	
	<b>Local Governing Body meetings</b> for the next academic year were agreed: Tuesday 17th September 2019 at 6pm at the Junior School Thursday 7th November 2019 at 6pm at the Infant School Thursday 6th February 2020 at 6pm at the Junior School Thursday 19th March 2020 at the Infant School Tuesday 12th May 2020 at the Junior School Tuesday 14th July 2020 at the Infant School	
<b>14.</b>	<b>EEF Guide (for information)</b> The Education Endowment Fund guide had been circulated to Governors.	
	The Chair thanked all the Governors for coming to the meeting and wished them a happy summer holiday.  There being no further business, the meeting closed at 8.40pm	

Signed: .....

Dated.....