

		<p align="center">Fakenham Junior & Fakenham Infant & Nursery School Joint Governing Body Meeting minutes Tuesday 1st February 2022 at 5pm</p>	
Present	Sarah Gallichan (SG)	Claire Howard (CH)	Katy Osborne (KO)
	Adam Mason (AM)	Peter Howard (PH)	Emma Cobb (EC)
	Yvonne Langley (YL)	Sophie Birkenhead (SB)	Martin Taylor (MT)
	Laura Marshall-Smith (LMS)	Ian Randall (IR)	
Guests	Laura Gray (LG)	Jo Barker (JB)	Tom Scannell (TS)
	Tracey Johnston (TJ)	Richard Lord (RL)	
Clerk	Debbie Watts (DW)		

Minutes

Key: Green text = challenge; Blue text = response to challenge; Red text = decision

Item No.	Action	By Whom	By When
2.9	Safeguarding training to be completed.	All	22/03/22
2.11	CH/RL to arrange a meeting for all governors to discuss Ofsted.	CH	31/07/22

Item No.	
2.1	Welcome: CH welcomed everybody to the meeting and introduced Sophie Birkenhead our newly appointed staff governor. She also welcomed our guests, Jo Barker and Tom Scannell (English subject leads), Laura Gray and Tracey Johnston (Maths subject leads) and Richard Lord (Synergy Multi Academy Trust primary phase lead).
2.2	Consideration of apologies: None, all present.
2.3	Declaration of business interests relevant to the agenda: None.
2.4	Agree minutes of previous meeting: These were agreed and will be signed virtually.
2.5	Matters arising/action points: LMS SEN report is on Governorhub.
2.6	Correspondence: None received.
2.7	Presentation from Maths and English subject leads from both schools on what support they have in place support improvement of teaching: JB the English subject lead for Fakenham Infant School gave a presentation. Briefly summarised she explained that the main focus was reading, staff have all received phonics training and new resources have been purchased. Data will be put on Governorhub

Minutes agreed

Signed

CH Howard

Date

22/3/22

for governors to read. We're trying to promote parental engagement. The children have all been streamed and are in groups for Read, Write Inc sessions each day. The bottom 20% have been identified and are receiving daily intervention. PH asked what is being done for the top 25%? JB informed him that as the groups are streamed, they're already accessing a higher level text and comprehension, they're stretched in lessons as the expectations are higher.

Laura Gray the Maths subject lead for Fakenham Infant School gave a presentation. Briefly summarised she said they have improved their maths systems, 1:1 coaching sessions with every teacher had taken place. They have highlighted some areas for improvement and have set targets for the spring term, which will be reviewed in the summer. She attends termly network meetings with Synergy Multi Academy Trust leads and feeds back to staff. There is a morning maths challenge in each class and lots of repetition to make sure the children have the skills required to move forward. As with English, we have identified the bottom 20% and are working in small groups with those children, the higher achieving children are stretched with challenges. We look at our medium term plans and can adapt them if they're not meeting the needs of the children. We have new playground markings which have a maths and phonics theme, this helps the children learn through play. LG provides a monthly maths challenge which is emailed to families (to promote parental engagement) and has had lots of positive feedback/participation. A winner is chosen each month from all the entries. PH asked if there is a focus area in maths in school that needs to be worked on? LG replied that there is no particularly obvious area that needs work, each class has their own strengths and weaknesses, with targets for each class to challenge the top achieving children in different ways.

Tom Scannell the English subject lead for Fakenham Junior School gave a presentation. Briefly summarised he informed governors there are progression maps on the website, which are working documents. If something isn't working we change it as we want the children to love what they're reading. We've recently spent £1000 on new accelerated reading books. The data on writing isn't looking too good at the moment. It has improved from where it was, but there are still gaps and a lack of stamina in the children. We're modelling writing across all subject areas and are talking out loud. The children who are working at a greater depth are pushed to improve and edit their own writing. The children appear to be proud of their work and are able to talk about their learning. He feels there is good communication with the Infant School and that we are in a good place considering all the disruption Covid has caused. We run a reading club which is going well, we're trying to encourage the disadvantaged children to take part, which hasn't proved easy. The lowest achieving children are accessing intervention via 1:1 sessions. The library is up and running again, which is a lovely space for the children to spend time in. CH commented that it was great to hear the two schools are working well together.

Tracey Johnston the Maths subject lead for Fakenham Junior School had already posted a presentation to Governorhub and briefly summarised it. We are using the White Rose Maths programme which shows clear progression, all be it in small steps. We've made sure the classrooms are equipped as necessary and make sure we use shared language and listen to the pupil voice. She would like to resume Maths Cafes as soon as we can to promote parental engagement. Training for staff

	<p>has taken place. Each lesson starts with a recap of the activity from the previous session. We're using the National Tutoring programme with some of our Year 6 children and this seems to be working well. We hope to increase this to include Year 5 in March. NFER tests have taken place and pupil progress meetings are taking place. We look at how maths is used in other subject areas and make sure the children know how maths fits in. Moving forward we need to look at our interventions, vocabulary and to make sure children have the language they need to talk about their learning. MT asked if there are specific targets for the extra support? SB informed him they are trying to make sure the lower achieving children feel they have the same opportunities as all the other children. We use lots of resources to support the children. PH asked if the NFER tests show what has been taught? SB felt that it was weighted towards number. We will drill down to specific questions as they only have an overall view of the paper at the moment. RL informed governors that our MIS system provides reports that can be used to compare where the data sits in the national cohort and with other schools in The Trust. They can use this to share best practice.</p>
	CH thanked the subject leads for their reports – JB, LG, TS, TJ left the meeting.
2.8	<p>Head Teacher's reports: AM provided a report for Fakenham Junior School. First of all he pointed out that Covid had hit the school hard, with attendance dropping down to 93.4%. We have been certified as an outbreak, but funnily enough the disadvantaged children seem to have escaped, which is good news.</p> <p>MT asked about Pupil Premium and Catch-up funding. How many children in the schools are being supported to access activities out of school which could raise their self-esteem? How many children are being supported to learn to play a musical instrument? Challenges in both schools are very similar (which is to be expected) so how are the Pupil Premium leads able to meet and create a seamless transition between the schools to help the children? Is Catch Up funding making a difference or is it too early to say? AM replied we're trying to promote after school activities such as music and super singers, to our disadvantaged children, with around a 30% take up. Unfortunately, as there is very little incentive to apply for free school meals at Infant School level, the children are doubly disadvantaged by the time they come to the Junior School. We have 30 children making use of the catch-up funding, they appear to be enjoying it and we believe it's helping fill the gaps. The school led element of the funding is harder to spend as there are strict stipulations on it's use. With the lack of staff and appropriate training it's not really happening yet, but we will do our best. The subject leads of the two schools will be working together to ensure a seamless transition.</p> <p>PH asked what is in place for writing across the school as it is the weakest area- especially GD. (Not specifically mentioned as a priority.) This is a historical weak area in both schools and needs a tight focus. AM recognises that writing is an area for improvement. If pupils haven't got the language and vocabulary they can't use it. They need to hear the language lots of times before they're confident to use it. We need to rebuild the skills and stamina that have been lost during the lockdowns.</p> <p>CH questioned the SIDP mentions to ensure achievement and attainment for pupils in reading, writing and maths in school is recovered and as high as possible. How high do you want that to be? What is the target? AM said the standards are being set as high as possible. The aim is in line with the national average, this may be a</p>

stretch too far but we're going for it. We have optimism and a committed staff. We have looked at the NFER data and are drilling down backwards. We see patterns emerging and will look at this more closely.

PH mentioned as there is a weakness in Y4 teaching, is the data accurate? The data suggests Y4 is strong. If so, it suggests the teaching in Y5 is weaker. Is it suggesting the pupils leave Y3 strong then do not achieve in Y4 therefore showing a weakness in Y5 term 1? AM replied that it is a concern, but that data isn't everything. The staffing disruption this half term has been massive. It's not a perfect situation but there has been a huge improvement. A teacher support plan is in place due to a member of staff falling out of love with teaching, they will probably leave teaching all together shortly. This is due to the change in the education system as a whole and personal issues.

CH asked to ensure leaders have a positive impact on Teaching and Learning - how are you going to measure that? AM informed her that this relates to all leaders in school, SLT and subject leaders too. There will be time for the leaders to plan, meet, monitor and talk about their subject. There are VNET subject monitoring days which prove useful.

CH queried why is behaviour on the SIDP when the data regularly shows that there are very isolated incidents which seem to be dealt with effectively? AM replied that he is very focused on behaviour and refuses to drop this. He will continue to push for positive behaviours for learning.

CH also asked for clarification re SEN - How effectively are the Learning passports being reviewed as the SEND monitoring report suggests that the SENCo doesn't feel she is doing this aspect well enough? What training is being put in place to resolve this? AM informed her that when JB (SENCo) wrote the report she was not in a good place. She has since met with AM to discuss her situation and AM provided an update. Staff SEN training will take place this year.

MT asked about the safeguarding data. How many are updates on children and families that are already causes for concern and how many are new referrals of children and families that may be causing new concerns? How do they effect workload and how does CPOMS flag up patterns of concern and does the system help? AM assured governors that CPOMS was definitely helping with regards to safeguarding work. There are lots of notifications but it does help to see patterns emerging. It keeps all the information in one place and is a much more effective system than lots of bits of paper everywhere. In general it's the same cohort of children which are seeing the issues.

MT questioned how has the Pastoral leads reduction in days effected the number of children and families they can support? If there is an urgent need for support does this mean for already supported families a reduction in support? If so what are the criteria for reducing certain families support? AM feels they have a very effective Pastoral Support in place. She knows the families well and is able to offer a lot of soft impact support. She signposts to other services that are available, but it can be challenging at times to get the support that's needed.

CH asked AM to tell me what is the national average gap between disadvantaged and non-disadvantaged children? How far away from that gap is FJS? AM confirmed that this data had now been put on Governorhub.

	<p>SG gave a brief presentation on FIS priority points. She also pointed out that the last few weeks had been extremely challenging. Due to a Covid outbreak our attendance had dropped from 94.25% in the Autumn term to just 90.6%. There had been 650 days of staff absence since September, 120 positive Covid cases in pupils and 14 members of staff. We did have to close Nursery for two days and Reception for one day, but staff were amazing and all pulled together to ensure there wasn't more disruption to the children. Hopefully we're now coming out the other side. We have employed a new ECT to cover a period of maternity leave and a temporary MSA.</p> <p>The achievement data for the Autumn term has been posted to Governorhub.</p> <p>CH asked you say that you would like to improve EYFS outcomes for disadvantaged children, but according to your baseline data on entry, they are already achieving higher standards than non-disadvantaged children. Is it about numbers that it seems this way? (As in 9 children who are disadvantaged in a small cohort). SG informed her that it is a small cohort and from historical information we feel the standards won't be maintained. There is a lack of parental support which we hope will change as the year goes on.</p> <p>CH went on to ask What is the situation in KS1? Presumably the disadvantaged slip behind as your priorities are to improve their data? What is the gap between disadvantaged and non-disadvantaged in KS1? SG assured her that she wants to improve the outcomes for the disadvantaged children. She is keeping an eye on this group of children. Again, parental engagement is a challenge. She has posted a report onto Governorhub.</p> <p>MT asked about Pupil Premium and Catch-up funding. How many children in the schools are being supported to access activities out of school which could raise their self-esteem? How many children are being supported to learn to play a musical instrument? Challenges in both schools are very similar (which is to be expected) so how are the Pupil Premium leads able to meet and create a seamless transition between the schools to help the children? Is Catch Up funding making a difference or is it too early to say? SG replied that we don't use pupil premium funding to support out of school activities at the moment, we hope to start after Easter. Catch-up funding is used to fund additional adult support with reading. It's too early to say how effective this has been, this has also been affected by staff absence. We haven't yet used the school led tutoring fund. We're looking at the logistics of this, thinking about running 1:1 or 1:3 groups for Pita 2 children. SG and JB would look to lead this, but don't want to remove the children from their other lessons as we don't want them to miss out. We may look a running sessions for 15 minutes before the start of school instead. We currently have 35% of children reading at a greater depth, which is really good. We now need to transfer that into greater depth writing. This has always been an Achilles heel for us.</p> <p>CH asked if teachers had seen an improvement in stamina from the children? EC said that she certainly had, the children are enthusiastic and their technique was improving.</p>
2.9	<p>Safeguarding: SG posted a summary to Governorhub. She has had 101 notifications in January, these are not all new incidents. 46 were original notifications, relating to 6 new children. The others are for families that are already causing significant concerns. SG is getting to grips with CPOMS and feels it gives more control, but is</p>

	trying not to duplicate work. She feels she spends a significant amount of time reporting on phone calls. AM records conversations and attaches them to CPOMS to save time. RL suggested contacting Astley School as they have been using CPOMS the longest, so may have some useful tips. SG thanked them for their advice, she currently has a few high profile cases that she needs to provide lots of feedback on. CH informed governors there is a safeguarding audit coming up for both schools. All governors need to complete the training by the end of the month and update their training logs accordingly.
2.10	SEF and SIDP: This has been covered in the Head Teacher reports. SG has posted her updated SIDP to Governorhub.
2.11	Ofsted: RL offered to meet with governors at a later date to go through the types of questions they could expect at an inspection. They can then rehearse their conversations. He doesn't expect either school will be inspected until at least September 2023. AM expressed he would rather it was sooner, to take some of the pressure off. RL responded that the delays were due to Covid. He informed governors that they would need a knowledge of the priorities, how effective well-being is, what professional development is in place, the priorities of the schools, how it is evidenced and what's effective for example. Governors would be allowed to access folders, data, minutes etc. There needs to be clear examples of challenge in the minutes. He feels the fact that governors provide questions to reports before the meeting is very useful. This means a clear and proper response can be provided. He praised the subject leads for their presentations and felt they showed a good subject knowledge and were confident in what they were talking about. MT was particularly impressed with TJ's presentation as it was posted to Governorhub before the meeting, giving an opportunity to read and listen at their own pace.
2.12	Monitoring updates (SEND, Finance, Pupil Voice, Curriculum): The SEND and Finance monitoring reports have been posted to Governorhub. With regards to curriculum DZ has left the governing body, so PH will take on maths, YL science. They commented that it was more difficult at the moment due to not being able to go into school. Staff will be given an extension to providing their reports as they have been under a lot of pressure recently. PH agreed this was acceptable as long as they were provided before the next governor meeting.
2.13	GDPR and SARS: FJS reported a couple of minor GDPR incidents and one SARS request. FINS had none to report.
2.14	Governor Training: CH requested all governors to add any training completed to their profile on Governorhub.
2.15	Items to disseminate to Trust board and items from Trust Board: PH asked if any of the trustees would be available to attend one of our meetings. RL replied that when the Trust was set up they intended to have a representative at every meeting, but with the size of the Trust increasing that is just not sustainable. RL and Rob Martlew hope to attend as often as they can. They also hold regular chair's meetings. He felt our local governing board was working well and was off to a positive start. AM commented that he felt it was the right decision to join the two school's governing boards and informed governors that the fortnightly meetings with the two head's and chair were very helpful.
2.16	Date of next meetings: 22 nd March 2022

	17 th May 2022 28 th June 2022
	CH thanked everybody for attending and closed the meeting.

Howard 22/3/22.

