



**Full Governing Body Meeting**

**Part 1 MINUTES**

**08 February 2023, 6.00pm in school**

*Please note that advice given by governors at this school is incidental to their professional expertise and is not being given in their professional capacity. Governors respect the confidential nature of discussions and do not disclose governor business or decisions. When minutes of Governing Body meetings, Part 1, are approved they are made available to any member of the public who requests sight of them.*

**Present:** Simeon Berends, Hannah Cole (Headteacher), Barry Firth, Rev Fi Gwynn, Jackie Holmes, Lindsay Jack (via phone), Lauren Mason, Anna Rolfe, Richard Rowe, Fiona Tough (Chairman)

**In attendance:** Rachel Dunnage (Clerk); Jackie Simpson, School Business Manager; Amy Marks, Phonics lead and reception teacher.

**Opening Prayer:** Rev Fi opened the meeting with a prayer.

*Meeting is quorate: 10/10*

	TOPIC	ACTION <i>Who &amp; when</i>
1.	<b>APOLOGIES:</b> None, all governors are present.	
2.	<b>DECLARATION OF INTEREST</b> ( <i>conflict and pecuniary</i> ) Governors declared no potential conflicts of interest in specific agenda items at this meeting. The Clerk confirmed her general declaration that she works with the Godalming Learning Partnership.	
3.	<p><b>SCHOOL IMPROVEMENT PRIORITY MONITORING: PHONICS – Amy Marks</b></p> <p>The Governing Body received the monitoring presentation on School Improvement Priority: Phonics, from the school Phonics Lead, Amy Marks (See Appendix 1). Following her presentation, the Phonics Lead and Headteacher responded to governors’ questions. The Governing Body noted:</p> <ul style="list-style-type: none"> <li><b>i.</b> The school’s target is that phonics results in the Yr1 test exceed national levels, which the children at Grayswood often do. This year, the teacher is aiming for 100% passes.</li> <li><b>ii.</b> The phonics and its assessment system does identify those children who need additional support well which ensure children are helped to keep up rather than having to catch up.</li> <li><b>iii.</b> Any initial staff reservations about the new phonics programme have disappeared now they have seen the progress that children are already making.</li> <li><b>iv.</b> Higher expectations for children’s prosody (patterns of rhythm and sound) and comprehension skills have led to higher standards in reading and spelling.</li> <li><b>v.</b> The higher expectations are driven through the school but particular focus is given to the lowest 20% with the aim of bringing them all to at least national averages.</li> <li><b>vi.</b> Senior leaders have review the quality of texts across all year groups and edited the books to ensure those available all meet the new standards.</li> <li><b>vii.</b> Little Wandle are looking into selling a spelling scheme that would work across the whole school.</li> <li><b>viii.</b> Role play in Reception is an important part of story telling.</li> </ul> <p>RR confirmed that he had carried out a monitoring visit on phonics which consisted of watching phonics teaching in action and a discussion with the Phonics Lead. He reported that the children were focused, enjoyed the phonics session and able to do what was being asked.</p>	

	<p>The Governing Body warmly thanked the Phonics Lead for her excellent work in setting up the new phonics scheme up and supporting staff to embrace the scheme so effectively.</p>	
<p>4.</p>	<p><b>FINANCE AND SCHOOL BUDGET 2022-2023</b></p> <p><b>a. Financial Monitoring Reports (FMR)</b>  The Governing Body has agreed that the School Business Manager (SBM) will send the FMRs to all governors when they are ready each month</p> <p>The Governing Body received an update on the latest monthly FMR from the School Business Manager (SBM). The SBM and Headteacher responded to governors’ questions and the Governing Body noted that:</p> <ul style="list-style-type: none"> <li>i. The lettings income has been reduced by £5k due to low hire uptake of facilities.</li> <li>ii. The carry forward sum has been reduced accordingly to £38k</li> <li>iii. The Local Authority recently confirmed that they made a mistake with calculating maternity pay and senior leaders now need to pay them an additional £6k from the current year’s budget. Many schools in this area are also in this position.</li> </ul> <p>The Governing Body thanked the new School Business Manager for her new presentation of the financial data.</p> <p><b>b. Budget revision 2023-2024 &amp; 3 year budget plan</b>  The Governing Body received an update on the impact of the additional funding from the DfE on the 2023-2024 budget and plans to manage the deficit. The Governing Body noted that:</p> <ul style="list-style-type: none"> <li>i. The Mainstream Allocation Grant announced in the November budget will be paid in May 2023 and should bring in an additional £28k.</li> <li>ii. Even after the extra funding the 2023-3024 budget predicts a deficit of £12k.</li> <li>iii. Any school submitting a deficit budget must send their plans to return to a balanced financial position to the Local Authority by 01 June 2023.</li> </ul> <p>The Governing Body agreed to add discussion of the recovery plan to the April meeting, which will now be in person.</p> <p><b>Anna Rolfe to find out if the Friends of Grayswood (FROGS) made application to Tesco to be one of their nominated community charity recipients.</b></p> <p><b>c. Schools Financial Value Standard (SFVS) (BF)</b>  The that:</p> <ul style="list-style-type: none"> <li>i. The SBM has worked initially with the Finance Governor and identified areas on the SFVS for further clarification e.g devolved formula captial applications reviewed by the Governing Body.</li> <li>ii. The national benchmarking comparison has highlighted several areas that are above national averages at Grayswood.</li> <li>iii. The per pupil costs for admin are higher than national because of the lower school numbers.</li> <li>iv. Many staff are already working beyond their contracted hours wipriorities</li> <li>v. priothout claiming overtime.</li> </ul> <p>The Governing Body noted that senior leaders have already cut admin hours as much as possible without affecting the quality of service. The Governing Body agreed that it does not wish to put staff under so much workload pressure that they leave their jobs and really values the important role the admin team play in supporting parents and promoting the school.</p> <p><b>The Governing Body approved the SFVS and its action plan to address the identified financial risks and issues from last spring.</b></p>	<p><b>Clerk to note</b></p> <p><b>A Rolfe</b> 30 Mar</p>

**d. School bank account signatories**

The Governing Body approved the SBM request to change the school bank account mandate to reflect new signatories as follows:

- i. Hannah Cole
- ii. Richard Stanton
- iii. Sophie Ireland
- iv. Anna Harris

**e. School Fund Account**

The Governing Body were pleased to note that the auditing of the school fund accounts for 2020-2021 and 2021-2022 has been completed and the accounts have been signed off. There were no advisories from the auditor.

**f. Contracts**

The Governing Body noted that the Service Level Agreements (SLAs) with Strictly Education 4S is due for renewal.

**g. Governors Fund**

**A:** The Chairman will put the Finance Governor in contact with the previous Finance Governor to ensure management of the account is handed over.

**Underway.**

**A:** Clerk to find out from the IT Technician about where the Governor documents from the Governors secure area of last website have been moved to so she can send the Finance Governor the relevant amendment to Terms of Reference which delegated authority to an individual for managing the account.

**Completed.** The documents were not retained when the new website was created. The Clerk will now search her digital archive to see if she can find the relevant meeting before searching through the paper copies.

The Governing Body considered its obligations under the Governors Fund. The Chairman and Headteacher responded to governors' questions and the Governing Body noted that:

- i. as a Voluntary Aided school, the Governing Body is liable to pay 10% of the cost of every capital project which is usually paid from the Governors Fund.
- ii. Voluntary Aided schools benefit from access to a larger pot of funds and so are more likely to gain access to capital project funding.
- iii. The Governors Fund only receives income from donations or governor fundraising.
- iv. The Governing Body currently owes the Guildford Diocese c£1.3k and is committed to an additional £12k payment required to cover the contribution cost for the many remedial projects vital to address the classes suffering from the effects of damp and mould.
- v. The Premises Manager regularly removes mould from the walls but it may now be starting to affect the health of a class teacher.
- vi. The development of a small therapy room for one-to-one counselling has to be delayed because there is no budget for it.
- vii. Architects have carried out a site visit to plan for creating a mezzanine floor in the new building to create 3 rooms for small group work or office space. School leaders are still waiting for plans that can be used to obtain a quote.

The Headteacher reported on the significant work undertaken by a parent to purchase an area of the Village Green outside the school. She has requested a governor to work with her on this project. The Headteacher responded to governors' questions and the Governing Body noted that:

- viii. The Cricket Club are supportive in principle and as long as they have sufficient space for their outfield.
- ix. The extra space would make an enormous difference to children and their mental health.
- x. It may be possible to apply directly to the Local Authority to be awarded the patch of green, securely fenced off, for the school to use as their playing field, particularly given that the school has doubled in size.

**S Berends**

	<p><b>The Governing Body accepted Simeon Berends offer to work with the parent on this exciting project.</b></p> <p>JS reminded governors that the Community Infrastructure Levy is still available for a cabin or a mezzanine project.</p>	On-going
5.	<p><b>CHAIRS ACTIONS</b></p> <p>The Chairman confirmed no emergency actions have had to be taken on behalf of the Governing Body.</p>	
6.	<p><b>EDUCATION PERFORMANCE MONITORING</b></p> <p>The Governing Body received the Headteacher’s report on current arrangements for educational provision. The Headteacher presented the report and responded to questions from governors. The Governing Body noted:</p> <p><b>a. Autumn term progress and attainment</b></p> <p>The Headteacher presented the data report and responded to governors’ questions. The Governing Body noted that:</p> <ul style="list-style-type: none"> <li><b>i.</b> Early Years Foundation Stage (EYFS) children are generally where the teacher would expect them to be at this time of the year. Those children who are not making sufficiently rapid progress are already receiving interventions e.g. in speech and language.</li> <li><b>ii.</b> Yr 3 and Yr5 writing attainment is not yet at expected levels. It is worth noting that each child represents a high percentage in these cohorts. The Schools Alliance for Excellence (SAfE) School Improvement Advisor was pleased with the standard of writing and the Headteacher’s book scrutiny gives her confidence that standards are good. The Headteacher will review assessment with the class teacher.</li> <li><b>iii.</b> Assessment moderation has been carried out in school and increasingly across the Confederation.</li> <li><b>iv.</b> The maths times table test pass rate last year was not as high as senior leaders wished.</li> <li><b>v.</b> The times table test is a pass/fail test, taken online. Children have only 6 seconds to record an answer with no chance to correct their entry.</li> </ul> <p>The Governing Body requested that the green colour in the data charts be replaced with a different colour and the document given a text summary so that governors have some context before scrutinising the data.</p> <p><b>b. NEU strike implications</b></p> <p>The Headteacher reported on the impact of the National Education Union strike at Graywsodd. The Governing Body noted:</p> <ul style="list-style-type: none"> <li><b>i.</b> One teacher went on strike. Their class children remained at home for the day and had the option to complete work online.</li> <li><b>ii.</b> Two schools in the Haslemere Confederation were shut completely. The other schools were affected in a variety of ways.</li> <li><b>iii.</b> It is not possible to know for sure what will happen on the remaining 3 strike days.</li> </ul> <p>The Governing Body shared the Headteacher’s concern that children in that class will suffer disproportionately if their teacher strikes each day.</p> <p>The Governing Body thanked the Headteacher for her clear communications around the strike and managing parental expectations.</p>	
7.	<p><b>SCHOOL DEVELOPMENT PLAN PROGRESS UPDATE</b></p> <p><b>A:</b> The Headteacher to issue a school on a page document for each Governing Body meeting. Carry forward whilst a template is developed.</p>	

	<p>The Governing Body reviewed the progress against School Development Plan priorities. The Headteacher and Chairman presented the report and responded to governors’ questions. The Governing Body noted that:</p> <p><b>a. School</b></p> <ul style="list-style-type: none"> <li><b>i.</b> The review of Vision and Values has begun. The school will not now have a Statutory Inspection of Anglican and Methodist School (SIAMS) visit this calendar year.</li> <li><b>ii.</b> The Diocesan Schools Officer for Christian Distinctiveness, Jane Whittington, carried out staff and governor training on vision and values. She confirmed that the Grayswood values do align with the Church of England’s Vision for Education.</li> <li><b>iii.</b> The school vision will need to be amended slightly to make it fit for the future.</li> <li><b>iv.</b> The school website content has had further improvements.</li> <li><b>v.</b> Developments in maths teaching is showing good impact across the school. One class is driving focus on challenging the more able children.</li> <li><b>vi.</b> The Headteacher and Special Educational Needs &amp; Disabilities Coordinator (SENDCo) visited a school in Brighton which has similar outdoor areas to Grayswood to learn from how they are tackling outdoor play and learning. The Brighton school uses the Outdoor Play and Learning (OPAL) programme which encourages the use of cost-effective equipment such as old tyres and tarpaulins for children to make dens and indulge in creative play. It will be possible to use sports funding to undertake the 2-year OPAL training because it offers a sustainable way to improve children’s fitness and gross motor skills. The Governing Body supported this idea wholeheartedly as it need not be expensive to set up or maintain and ensures children will be physically creative for as long as possible before they sadly lose the opportunity at secondary school level.</li> <li><b>vii.</b> The Headteacher plans to review practice in the Forest School this term.</li> <li><b>viii.</b> An additional safeguarding and health &amp; safety information leaflet has been developed to improve information for all volunteers which they must sign before volunteering in school.</li> </ul> <p><b>b. Governance</b></p> <p><b>A:</b> Governing Body to undertake Ofsted training and consider sharing with another school. The Diocesan Deputy Director of Education, Matthew Rixson, will carry out this training. The Governing Body confirmed that it is happy to share the training with another school.</p> <p><b>A:</b> Governing Body to update Recruitment Pack The Clerk and Chairman are updating the recruitment pack and once it is completed it will be sent to all governors for information.</p> <p>The Governing Body noted that Grayswood anticipates an Ofsted inspection in this calendar year for a 1-day ungraded inspection which will evaluate whether the school is still <i>GOOD</i>. If the inspector judges that the grade may change they will come back in 6 months to carry out a 2-day graded inspection.</p>	
8.	<p><b>ADMISSIONS ARRANGEMENTS 2025-2026</b></p> <p>The Headteacher reported that, for Septemeber 2023, the school has received 38 first preference applications, including 14 sibling applications; this represent the highest number of first preferences ever.</p> <p>The Governing Body considered the suggestion from the Diocesan Admissions expert, Helen Dean, that it might amend the sibling rule to ‘at the point of application’ rather than ‘at the point of admission’. During their discussion the Governing Body noted that:</p> <ul style="list-style-type: none"> <li><b>i.</b> The change would give parents whose current children are leaving at Yr6 confidence that they will be able to get a place for their sibling.</li> <li><b>ii.</b> We could explain in the admissions criteria that the reason for stating a sibling on roll ‘at the point of admission’ is because we want children to stay in school until they are in Yr6.</li> <li><b>iii.</b> Very few parents have a 7 year gap between siblings which would make ‘at the point of application’ a relevant sibling criteria for them. Whereas too many parents use Grayswood as a free pre-prep option before taking their children out to attend private education settings.</li> </ul>	

	<p><b>The Governing Body agreed by a majority to keep the admissions over-subscription criteria as they currently are i.e. sibling rule to remain ‘at the point of admission’.</b></p> <p><b>Paul Heugh will clarify with Helen Dean why she judges ‘at the point of application’ to be preferable.</b></p>	<p><b>P Heugh</b> 30 Mar</p>
<p><b>9.</b></p>	<p><b>GOVERNOR MONITORING</b></p> <p><b>Governors to bring their diaries to the meeting.</b></p> <p><b>A: AR to send out her Pupil Well-being report written report after the meeting.</b></p> <p><b>Carry forward.</b></p> <p><b>a. Individual governors</b></p> <p><i>Pupil survey results (HC).</i></p> <p>The Governing Body reviewed the results of the pupil survey. The Headteacher presented the results and responded to governors’ questions. The Governing Body noted that:</p> <ul style="list-style-type: none"> <li><b>i.</b> there are more children’s data than in the class for Yr2 because it was completed by some children at home and then again in class.</li> <li><b>ii.</b> the lower years did not have as many children complete the survey because there was insufficient time for the adults to support them all to do it.</li> <li><b>iii.</b> there was some evidence of parental involvement, even down to replies stating ‘as a parent..my child...’</li> <li><b>iv.</b> the question about bullying will need to be rephrased as too many children were unclear how to answer it.</li> <li><b>v.</b> the many positives were pleasing to note and there were few surprises e.g. concern about the playground facilities was expected.</li> <li><b>vi.</b> staff were interested to note that 21% of children did not feel there were enough clubs.</li> <li><b>vii.</b> Following analysis, senior leaders: <ul style="list-style-type: none"> <li>— worked at adding more clubs and have managed to add seven for next half-term.</li> <li>— will work more closely with parents to manage their expectations around the amount of continuous provision children will receive in Yr1.</li> <li>— Will modify the form to ensure children can add their name if they wish to and that the bullying question is clarified.</li> </ul> </li> </ul> <p><b>Anna Rolfe will prepare a key highlights report for parents.</b></p> <p><b>Rev Fi will share the results with children in one of her Monday assemblies.</b></p> <p><b>The Governing Body agreed that the parent survey will be conducted this spring term.</b></p> <p><b>b. Governing Body</b></p> <p>The Governing Body received the school professional presentations on School Improvement Priority: Phonics. See Appendix 1.</p>	<p><b>A Rolfe</b> 30 March</p> <p><b>Rev Fi</b> 30 Mar</p> <p><b>A Rolfe</b> 30 Mar</p>
<p><b>10.</b></p>	<p><b>STRATEGIC AIMS DISCUSSION</b></p> <p><b>a. Academisation</b></p> <p>The Governing Body receive a verbal update from the Chairman and Headteacher on investigations into academisation, in particular the 31 Jan Wey MAT (Multi Academy Trust) presentation they attended. The Chairman, Headteacher and Clerk responded to governors’ questions. The Governing Body noted that:</p> <ul style="list-style-type: none"> <li><b>i.</b> The Wey MAT presentation was delivered by the Chief Executive Officer (CEO) and Chief Financial Officer (CFO).</li> <li><b>ii.</b> Most of the Haslemere Confederation Headteachers and Chairmen also attended.</li> <li><b>iii.</b> WeyMay is currently made up of secondary schools and a special school, with no primary phase schools.</li> </ul>	

	<p><b>iv.</b> The presentation was focused on staff being happy and well-resourced to allow them to deliver the right learning and foster great pupil well-being. The leaders were very focused on education.</p> <p><b>v.</b> The MAT outsources its HR service needs and various other areas.</p> <p><b>vi.</b> It was unfortunate that the presenters were unable to answer how a church school could join them, admitting that they hadn't thought about it and did not know if it could be achieved, given that there are 5 Haslemere Confederation church schools.</p> <p><b>vii.</b> The presenters stated that the Godalming Learning Partnership (GLP) was not permitted to establish a MAT but this is not correct. The GLP will be submitting its mixed MAT proposal to the Diocesan Board of Education next month.</p> <p><b>viii.</b> Whilst the shelving of the Education Bill has taken the pressure off academisation once again, the drive for a small school such as Grayswood to join a larger organisation remains as it puts us at a huge disadvantage particularly in a local authority which has a weak school service.</p> <p><b>ix.</b> Grayswood children may be better served by a MAT that can support professional development in the primary phase.</p> <p><b>x.</b> The Diocesan Director of Education, Alex Tear, has offered to come to the schools to speak about academisation.</p> <p><b>The Governing Body agreed with PH's proposal to build a structured set of questions to ask when investigating MATs.</b></p> <p><b>b. Sustainability</b> The Governing Body confirmed receipt of the Local Authority (LA) Sustainability and Resilience - School Self Review Survey. The LA states that the self-review questions are intended to help Governing Bodies build a picture and analyse the context of the school dispassionately, and then consider any potential action required based on that analysis. It will help Governing Bodies continue to reflect on their strategic plans and their need to work in partnership with other schools, the LA and DfE. <b>The Governing Body agreed to review the document in more depth at the summer FGB.</b></p>	<p><b>P Heugh</b> 20 Apr</p> <p><b>Clerk to note</b></p>
<p><b>11.</b></p>	<p><b>CONSTITUTION OF GOVERNING BODY</b> All appointments/elections will be informed by the skills required to ensure effective governance of the school.</p> <p><b>a. Resignations &amp; appointments</b> There have been no resignations since the last meeting. There have been 2 appointments since the last meeting:</p> <ul style="list-style-type: none"> <li><b>i.</b> Mr Lindsay Jack has been appointed as Local Authority Governor for a four year term of office from 16.01.2023 to 15.01.2027.</li> <li><b>ii.</b> Mrs Lauren Mason has been elected following a ballot process which had to go to a tie-breaker. Lauren's four year term of office runs from 16.12.2022 to 15.12.2026. The Governing Body agreed to appoint Lauren Mason as Behaviour and attendance lead.</li> </ul> <p><b>b. Governors' terms of office due to end within the next year.</b></p> <ul style="list-style-type: none"> <li><b>i.</b> Fiona Tough, Foundation Governor (PCC), 31.05.23</li> <li><b>ii.</b> Richard Rowe, Foundation Governor (Diocese), 31.08.23 (Richard has notified the GB of his intention to stand down at the end of the academic year).</li> </ul> <p><b>c. Vacancies</b></p> <ul style="list-style-type: none"> <li><b>i.</b> 1x Staff Governor</li> <li><b>ii.</b> 1x Foundation Governor (Diocese)</li> </ul> <p><b>d. Succession planning</b></p>	

	<p>The Governing Body considered the succession plan for its leadership in May but no governor stepped forward to find out about taking on the Chairman role.</p>																	
<b>12.</b>	<p><b>POLICIES &amp; DOCUMENTS</b></p> <p><b>a. Policies</b> The Governing Body reviewed and approved the following policies, which have changes highlighted:</p> <ul style="list-style-type: none"> <li><b>i.</b> Administering medicines in school</li> <li><b>ii.</b> Complaints</li> <li><b>iii.</b> Data Protection</li> <li><b>iv.</b> Early Years Foundation Stage</li> <li><b>v.</b> Supporting Pupils with Medical Conditions</li> </ul> <p><b>b. Documents</b> The Governing Body reviewed and approved the following document:</p> <ul style="list-style-type: none"> <li><b>i.</b> Publication scheme</li> </ul> <p>The Governing Body has still not received the report from Data Protection Officer.</p> <p>The Governing Body noted that the following documents are published on the school website:</p> <ul style="list-style-type: none"> <li><b>ii.</b> SEND information report</li> <li><b>iii.</b> Sports premium strategy &amp; impact statement 20-21</li> <li><b>iv.</b> Pupil Premium strategy &amp; impact statement 22-23</li> </ul>																	
<b>13.</b>	<p><b>MINUTES OF PREVIOUS MEETING &amp; MATTERS ARISING</b></p> <p><b>a. Minutes</b> The Governing Body agreed the Part 1 and Part 2 draft minutes of the 30 November 2022 FGB meeting as an accurate record.</p> <p><b>b. Matters arising</b> The Governing Body noted that all matters arising from the last meeting were already covered on the agenda.</p>																	
<b>14.</b>	<p><b>TO NOTE ANY PART 2 BUSINESS</b></p> <p>The Governing Body confirmed one item is to be considered Part 2 business and excluded from the public copy of the minutes.</p>																	
<b>15.</b>	<p><b>DATES OF NEXT MEETINGS AND FUTURE AGENDA ITEMS</b></p> <p><b>a. FGB Meetings</b> Governors confirmed the dates of meetings for the coming year.</p> <table border="1"> <thead> <tr> <th>Agenda Setting</th> <th>GB Meetings</th> <th>Key Topic(s)</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>24 MAR 23</td> <td><b>26 APR 23</b></td> <td>Agree budget Headteacher report Pupil voice survey</td> <td>Review FMR School SIP progress update Governor SIP monitoring report</td> </tr> <tr> <td>05 MAY 23</td> <td><b>17 MAY 23</b></td> <td>Monitoring meeting Improvement Priorities progress</td> <td>Review FMR Curriculum lead SIP presentation/ learning walk Governor SIP monitoring report</td> </tr> <tr> <td>16 JUN 23</td> <td><b>05 JUL 23</b></td> <td>Agree governance arrangements for 2022-2023 Headteacher report Staff voice survey</td> <td>Review FMR School SIP progress update Governor SIP monitoring report</td> </tr> </tbody> </table>	Agenda Setting	GB Meetings	Key Topic(s)	Notes	24 MAR 23	<b>26 APR 23</b>	Agree budget Headteacher report Pupil voice survey	Review FMR School SIP progress update Governor SIP monitoring report	05 MAY 23	<b>17 MAY 23</b>	Monitoring meeting Improvement Priorities progress	Review FMR Curriculum lead SIP presentation/ learning walk Governor SIP monitoring report	16 JUN 23	<b>05 JUL 23</b>	Agree governance arrangements for 2022-2023 Headteacher report Staff voice survey	Review FMR School SIP progress update Governor SIP monitoring report	
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	<p><b>b. Other Key Dates</b></p> <ul style="list-style-type: none"><li>• Spring 2: Maths presentation (Headteacher)</li><li>• Summer 1: E-safety and computing presentation</li></ul>	
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Meeting closed 8.10pm

Chairman's signature: *Fiona Tough*

Date: 17.05.23

The Governing Body received the monitoring presentation on School Improvement Priority: Phonics, from the school Phonics Lead, Amy Marks.

The Phonics lead explained the new approach to phonics since September 2022 and highlighted:

- The new phonics scheme, Little Wandle, is a systematic synthetic phonics scheme which is approved by the DfE and replaces a mixed selection of phonics schemes which were being used by the Early Years Foundation Stage (EYFS) and Key Stage 1. The DfE is very clear that only one phonics scheme should be used throughout the school and that all reading books must match the scheme's phonics progression.
- Little Wandle is sequenced right from the beginning of the Reception Year through to the end of Key Stage 1, when children take the statutory Phonics test.
- Children learn the lexicographical language of phonemes, graphemes, digraphs etc from the start.
- Each sound comes with a catch phrase.
- The lessons proceed on the basis of:
  - Review of the phonemes, tricky words etc already learnt
  - Teach and practice the new sound, practice blending words e.g. b-oa-t and then learn any tricky words associated with the sound.
  - Practice and apply by reading a phrase and, as children progress through the Reception year, by writing a sentence.
  - Spelling is taught explicitly.
- Reading practice takes place 3 times a week and is taught in small groups by a trained teacher or Learning Support Assistant (LSA). Teachers focus on children's simple decoding of words and then on their intonation and expression. At the end of the week children take home this book, which they can now read well, to share with their parents.
- Every six weeks the children are assessed and their attainment tracked so that all the lowest 20% of attainers gain immediate interventions to ensure they keep up rather than having to catch up later in the term.
- Assessments ensure that children are reading at the right level.
- Throughout the week children take home a sharing book. This is not for the children to read but is a high quality text for parents to read to children.
- The Phonics Lead has been able to match old book scheme books to the Little Wandle scheme so that children can decode additional books throughout the week.
- Year 1 children have had some gaps identified as they were not taught fully on the Little Wandle scheme; these have already been addressed.
- The plan is that children should not need to use Little Wandle from the beginning of Year 2. However, because children have not had Little Wandle taught here before and Years 2 and 3 were hugely impacted by pandemic restrictions, teachers are running the Little Wandle rapid catch-up sessions just before each school day starts. These sessions are also run by trained teachers or LSAs during the day. The most intense version, Phase 5, is a 14-week intervention; there are currently 15 children on this level of support.