



Oak View Primary & Nursery School

**Oak View Primary & Nursery School
Remote Full Governing Body Meeting
Tuesday 18th January 2022 at 5.00pm
Minutes**

Present: Anthony Kent (Chair), Claire Wiltshire-Hunt (CW-H)- joined the meeting at 5.10pm, Louise Young- SENCo (LY), Natalie Lawson (NL), Rev Roger Chapman (RC), Shellian Santana- (SA), and Lara Okpor (LO).

Apologies: Neil Richardson (Headteacher).

In Attendance: Kayleigh Kingsland (Clerk)- Herts for Learning, Sheila O’Shaughnessy- School Business Manager (SO’S), and Andrew Barnes (AB)- EYFS Leader- left the meeting at 5.45pm.

ITEM		ACTION
1	<p>Welcome, apologies and approval of absences</p> <ul style="list-style-type: none"> • The chair welcomed everyone to the meeting and introduced LO as a new co-opted governor. • The headteacher sent apologies for the meeting and this absence was approved by the governing body. 	
2	<p>To declare any conflict of interest that may arise during the meeting</p> <p><i>Governors are reminded they must declare a particular interest, financial or other, in any item on the agenda and withdraw from the meeting for that item</i></p> <ul style="list-style-type: none"> • None declared. 	
3	<p>Any other business</p> <ul style="list-style-type: none"> • Reading support request. 	
4	<p>To approve the minutes of the 14th December 2021</p> <ul style="list-style-type: none"> • The minutes of the 14th December 2021 were agreed as a true record of the meeting and will be signed by the chair of governors at the next available opportunity. 	
5	<p>Matters arising from the previous minutes</p> <ul style="list-style-type: none"> • SO’S confirmed that the minutes of full governing body meetings have now been uploaded onto the school website. • All other actions were complete or covered in the agenda for this meeting. 	
6	<p>To review governor induction and appointments and Governor Hub confirmations</p> <ul style="list-style-type: none"> • LY, CW-H, and LO will make their governor declarations on Governor Hub. 	<p>LY, CW-H, LO</p>

A. Kent

15/03/2022

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	<ul style="list-style-type: none"> The chair advised that governors should try to post any questions in relation to meeting supporting papers on Google Drive no later than two days prior to a meeting to allow sufficient time to prepare a response. 	All
7	<p>To review EYFS including external report <i>The EYFS external report was circulated prior to the meeting. AB updated governors on the following and welcomed any questions.</i></p> <ul style="list-style-type: none"> The number of children to reach early learning goals in the school has been below national average for many years. This has improved year on year but is not yet in line with national average. The last national data from 2019 was 71.8% in reading, and the school achieved 59%. National writing was 73.7% and the school achieved 61%. National in maths was 79.8% and the school achieved 68%. The new EYFS framework became statutory from September 2021. The school have purchased Herts for Learning EYFS Teaching & Leader Advisor support for six visits a year. Four visits have taken place so far, and the next visit will take place in February 2022. The purpose of the first visit was for the advisor to obtain background on the school and look at AB's role as the EYFS leader. During the second visit the advisor supported the school in developing their own EYFS curriculum. A lot of time was spent with the advisor discussing what the school want children to learn and how this can be linked to the new EYFS framework. A review of the progress made against the targets and recommendations that had been set in EYFS took place during the third visit. During the advisors fourth visit to the school a review of progress took place as well as a review of the quality of adult interactions. It was noted by the advisor during the fourth visit that there had been a great deal of progress made and the school are in a much stronger place than they were previously. The school's EYFS curriculum focuses on seven different areas: <ul style="list-style-type: none"> - Narratives using rich language. - Independence and self-regulation. - Encourage and nurture life skills. - Children to be able to ride a balance bike by the end of the EYFS. - Respect and care for the natural world. - Oral health and a healthy balanced diet. - To build a stronger partnership with parents. AB has worked very closely with the senior leadership team. An EYFS action plan has now been written and is now in place as well as an outside area action plan. Zones have been created in the classroom to cover the seven areas of learning and it was noted by the EYFS advisor during their last visit that children now have more purposeful play and classrooms have been adapted to entice children. Zones have also been created in the outside area and a weekly outside staff rota is in place. Play has been more purposeful, and children are being challenged. AB carries out a health and safety audit each day. Weekly minuted EYFS meetings take place to ensure that all staff have clear expectations and staff now have a better understanding of individual pupil needs. The EYFS team have been working with parents more effectively and two parent workshops have taken place on Tapestry and phonics. Both of these sessions were well attended by parents. The school purchased Tapestry last year and this was introduced in the 2021 autumn term. Tapestry is an online resource where observations are uploaded as 	

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15/03/2022

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	<p>well as pictures and comments which parents have access to. Parents can make their own comments and weekly homework tasks are set which parents can support their child with. Tapestry is also used to send weekly memos to parents. Tapestry is also used to track pupil progress on a half termly and termly basis. Observations are carried out and these are linked to the seven areas of learning. Tapestry then collates all of these areas and highlights any gaps in areas of learning. Concerns can also be raised which are then include on the classroom target board which is visible to all EYFS staff. Tapestry has created better links with parents, it highlights children’s progress more efficiently, and pupil needs can be highlighted and planned for.</p> <ul style="list-style-type: none"> • EYFS staff have visited another local school to share best practice. • The consistency within all EYFS classes is a focus for the school to ensure that children receive the same level of provision in each class. • The school have purchased five balance bikes and have also ordered two pedal bikes. The first set of children have begun lessons with Balance Ability with the intention that all 60 children will be able to ride a balance bike before the end of the 2021-2022 academic year. • A nurture classroom is in place and children from the reception class have access to this. • The school now have NELI in place and all children were assessed prior to Christmas. Eight children have been chosen to receive additional support. Interventions within the classroom also take place for children who have been identified by Tapestry. • AB has worked closely with the school’s pupil premium leader in order to identify any children who could benefit from additional support. • It was noted during the last EYFS advisor visit that EYFS has good adult interactions in place and the EYFS team will be working on extending learning further. • Diversity within EYFS is the next focus for the team. • The school will be introducing the phonics scheme Little Wandle after the February 2022 half term and staff are currently taking part in training. <p>Governor Question- Please could you share the EYFS action plan with governors. How was the plan formulated?</p> <p>Answer- Yes, I will share this plan with governors. The action plan has been through various steps of production. Firstly as an EYFS team and then with the headteacher where adaptations were made.</p> <p>Governor Question- Is the EYFS action plan reviewed termly?</p> <p>Answer- Yes.</p> <p>Governor Question- How do you monitor progress and does Tapestry provide a data progress report?</p> <p>Answer- Tapestry is not linked to the early learning goals. We monitor progress against early learning goals and put support in place where required.</p> <p>Governor Question- Where is data stored for pupils?</p> <p>Answer- Tapestry produces its own data from baseline assessments, we can then use this data to form our own working document, and this also supports pupil progress meetings.</p> <p>Governor Question- Is your EYFS action plan linked to the school priorities in the School Development Plan?</p>	<p>AB</p>
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15/03/2022

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	<p>Answer- There are some links, however EYFS is separate, and we do have our own priorities that form our action plan.</p> <p>Governor Question- Have you always carried out a health & safety audit each day?</p> <p>Answer- This is carried out on a daily basis to ensure that the environment is safe for children.</p> <ul style="list-style-type: none"> • It was agreed that CW-H will be the EYFS link governor. 	
8	<p>To receive a verbal update from the headteacher on recent matters including Covid-19</p> <ul style="list-style-type: none"> • In the headteachers absence, SO'S advised that there was a rise in Covid-19 cases in the school at the end of the 2021 autumn term and the headteacher made the decision to finish the end of term two days early in order to protect the health of the school community. A soft start in the morning is currently in place in order to manage the number of adults on school grounds at one time. • The school still have a one way system in place. • All visitors are asked to wear a face covering when on school site. • Six staff members have tested positive for Covid-19 since the start of term as well as nice pupils. There is also a potential spike in one particular year group and the school will be taking advice from Hertfordshire County Council. • Overall attendance at the school was 91.4% today with 37 pupils being absent from school. This is due to self-isolation and as well as families who have not returned from abroad over the Christmas period. • The school's Covid-19 risk assessment has been updated with the latest recommendations and this has been uploaded onto the school website. <p>Governor Question- The soft start appears to be working very well as it supports the parking issues. Could this continue?</p> <p>Answer- It has worked well however 30 minutes of learning is missed each day when a soft start is in place.</p> <p>Governor Question- Is there a way of breaking attendance data down and removing Covid-19 absences as this is something that will be looked at by Ofsted?</p> <p>Answer- Yes Covid-19 absences are recorded differently. We do have an attendance issue which has been impacted further by Covid-19. Parents have also extended their holiday breaks abroad over the Christmas period and are awaiting Covid-19 tests before their child can return to school.</p> <p>Governor Question- Is the school able to have a policy in place to state that if a child has Covid-19 but there sibling does not, the sibling can remain off of school, so they are not infecting others?</p> <p>Answer- We would be criticised very heavily if we were to deviate away from statutory guidance.</p> <ul style="list-style-type: none"> • LY advised that phase leaders met with all class teachers during the January 2022 Inset day to discuss data. The headteacher will share pupil progress data with governors. 	HT
9	<p>To receive SEN report</p> <p><i>The SEN action plan, Census information, and 2021-2022 information report was circulated to governors prior to the meeting. LY updated governors on the following and welcomed any questions.</i></p> <ul style="list-style-type: none"> • 13.2% of the school's children are on the SEN register which is lower than national and Hertfordshire averages. This is due to how a pupils needs are 	

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15/03/2022

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	<p>identified, and the school's systems and processes are being strengthened in order to identify individual pupil needs.</p> <ul style="list-style-type: none"> • A flow chart has been created which includes two reasonable adjustments for pupils which are then reviewed after a 12 week period before SEN is considered. Moving forward, LY's expects that the school's SEN figures will exceed national and Hertfordshire averages. • 3.2% of pupils have an Education Health Care Plan in place which is higher than Hertfordshire average and lower than national average. This is expected to increase further as LY will be applying for a further four plans for pupils. • 24% of the schools' SEN pupils have social and emotional needs. 44.4% of SEN pupils have communication and interaction needs. 25.9% of SEN pupils have cognition needs. 5.5% of SEN pupils have sensory and physical needs. • Three main targets have been set for the 2021-2022 academic year which link to the School Improvement Plan: <ul style="list-style-type: none"> - Ensure all pupils have access to high quality teaching. To ensure that good teaching for pupils with SEND is good teaching for all. - Complement high quality teaching with carefully selected small-group and one-to-one interventions. - To increase/improve communication with parents/carers/children, to ensure that both parents/carers, children and the school are fully aware of needs. Parents/carers and children (when appropriate) participate in decision making and have co-ownership of desired outcomes and know how to access appropriate support. • The 2021-2022 information report has now been uploaded onto the school website and has been written on the recommended Hertfordshire County Council format. This report was developed in-house and will include the wider stakeholders going forward. • RC and LY will meet to review the Hertfordshire SEN toolkit as well as the circulated documents and a visit report will be produced and shared with governors. <p>Governor Question- How difficult are you finding the workload of the Education Health Care Plan applications?</p> <p>Answer- This is a very time consuming task, and a lot of work is required before an application can be made. There is also difficulties at present in contacting SEN officers at Hertfordshire County Council which makes this even more of a challenging.</p> <p>Governor Question- Do you have input in the school's Behaviour Policy when it specifically relates to SEN? Are you comfortable with the policy?</p> <p>Answer- The Behaviour Policy is currently under review following Steps training.</p> <p>Governor Question- Are you comfortable with the SEN progress data?</p> <p>Answer- We need to look at SEN progress on an individual basis from the pupils starting point as these pupils will make their own steps of progress. We must develop a system where the small steps of progress SEN pupils make can be easily identified.</p>	RC, LY
10	<p>To review School Improvement Plan</p> <p><i>The 2021-2022 School Improvement Plan was circulated prior to the meeting the chair updated governors on the following and welcomed any questions.</i></p> <ul style="list-style-type: none"> • The chair advised governors that the School Improvement Plan (SIP) is a vital document for the governing body and governors must be involved in setting the priorities for each academic year. 	

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15/03/2022

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	<ul style="list-style-type: none"> NL also reviewed the school website and confirmed that all statutory information is available to access. 	
15	<p>Polices for approval Circulated prior to the meeting the following polices were approved and ratified by the governing body:</p> <ul style="list-style-type: none"> Health & Safety Policy. RSE Policy. Supporting Pupils with Medical Conditions Policy. Statement of Procedures for Dealing with Allegations of Abuse Against Staff. 	
16	<p>To agree Annual Plan of Work for governing body and a plan for link governor reports Circulated prior to the meeting the chair updated governors on the following and welcomed any questions.</p> <ul style="list-style-type: none"> The chair asked governors to carry out at least one governor visit this term and meet with their link member of staff. A governor visit proforma is in the induction pack but will be shared with governors. 	All Chair
17	<p>Any other Business Reading support request</p> <ul style="list-style-type: none"> The school's literacy leader has asked if any governors would have time to visit the school and read with children. Governors were asked to confirm with the school directly. The chair advised that this would be in addition to their role as a governor as this does not form part of their strategic governor role. 	All
18	<p>Future Meeting Dates</p> <ul style="list-style-type: none"> Tuesday 15th March 2022 at 5.00pm IN SCHOOL. Tuesday 3rd May 2022 at 5.00pm IN SCHOOL. Tuesday 21st June 2022 at 5.00pm IN SCHOOL. 	
Meeting Closed 6.53pm		

Actions

Action	Owner
1. LY, CW-H, and LO will make their governor declarations on Governor Hub.	LY, CW-H, LO
2. The chair advised that governors must post any questions in relation to meeting supporting papers on Google Drive no later than two days prior to a meeting to allow sufficient time to prepare a response.	All
3. AB will share the EYFS action plan with governors.	AB
4. The headteacher will share the school's most recent pupil progress data with governors.	HT
5. RC and LY will meet to review the Hertfordshire SEN toolkit as well as the circulated documents and a visit report will be produced and shared with governors.	RC, LY
6. Governors were asked to familiarise themselves with the actions that were identified during the school's previous Ofsted inspection.	All
7. Governors must review the SIP ahead of their link governor visits and refer to their plan during their visits in order to hold the school to account effectively.	All



15/03/2022

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8. The chair advised that the school's Hertfordshire Improvement Partner reports provide external validation to the school and governors must be mindful of the recommendations and key priorities within the reports.	All
9. It was agreed that governors will support the school with the curriculum intent and how to move this forward across the school.	All
10. The sports premium, pupil premium, and catch-up premium funding will be an agenda item at the next full governing body meeting.	Agenda
11. Governors were asked to ensure they book themselves onto a governor Safeguarding Children training course and a Safer Recruitment training course.	All
12. CW-H has carried out a review of the school website and will share a report with the governing body	CW-H
13. The chair asked governors to carry out at least one governor visit this term and meet with their link member of staff.	All
14. A governor visit proforma will be shared with governors.	Chair
15. The school's literacy leader has asked if any governors would have time to visit the school and read with children. Governors were asked to confirm with the school directly. The chair advised that this would be in addition to their role as a governor as this does not form part of the governor role.	All

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