

**MINUTES OF A MEETING OF
THE VILLAGE INFANTS SCHOOL QUALITY OF EDUCATION COMMITTEE
HELD ON 11 JULY 2024
IN SCHOOL AND BY VIDEO CONFERENCE
(5:15 pm – 6:40 pm)**

Present: Councillor Harriet Spoor (Chair)
Naureen Akhtar
Jo Archer
Yolanda Cattle, (Headteacher)
Su Joy
Arif Rahman **R** (*joined 6:00 pm*)
Debbie Rosaman
Louise Sparks
Glen Spoor
Bernadette Thompson **R** (*until 6:00 pm*)

Also present: Jackie Day, BDSIP Governor Services

R = attended remotely

MINUTES – PART 1

1 APOLOGIES FOR ABSENCE

Apologies for absence were received and accepted from Joy Barter, Nichola Bridge, Lee Buckingham, Andy Carr and Kelly Nicholls.

2 DECLARATION OF INTERESTS

Governors had no personal or business interests to declare.

3 MINUTES

The minutes of the meeting held on 21 March 2024 were confirmed as a true record.

4 SCHOOL IMPROVEMENT PLAN UPDATE

Governors received an update on the School Improvement Plan 2023-24.

4.1 Priority 1: Teaching and Learning

The objectives were mostly achieved. Floor books were being used in classes.

4.2 Priority 2: SEND

The new intervention space was now in use and consistency in inclusion was being developed across the school.

4.3 Priority 3: EYFS

GLD was on an upward trend with 62%, compared to 55% in 2022 and 58% in 2023.

4.4 Governance

Governors were more closely involved and were arranging visits linked to their posts of responsibility.

4.5 Reading

- a) Reading for pleasure was ongoing. The school had applied for a grant of £5k for library books and equipment.
- b) Little Wandle phonics was progressing well. The school was still in transition from its own scheme which had produced results above 90%. Little Wandle has a lot of resources such as videos for staff and parents, and children know what is expected of them.
- c) Governors **asked** if the school had enough books. They were informed that more books were needed, and the school would apply for an English Hub grant. Little Wandle books were expensive.
- d) Governors **queried** how long Little Wandle had been used. They were informed that this was the second year.
- e) Governors **asked** if staff still needed to visit other school to observe Little Wandle in use. They were informed that some teachers had visited. The Headteacher wanted to visit Parsloes Primary School which was a Little Wandle Champion School.

4.6 2024/25

Governors **asked** what stood out for next year's School Development Plan.

- a) They were informed that Writing would be a focus in teaching and learning now because a lot of work had been done on Reading.
- b) The school would explore more grants for projects to top up the budget. The budget was being managed carefully, e.g. avoiding the use of agency supply cover. Staff were prepared to work flexibly. However, extra staff needed for SEND placed a strain on the budget. The increase in children with high needs had required staff to be diverted from mainstream classes to ensure the safety of adults and children. Staff were being upskilled to support SEND children.
- c) Other schools' budgets were visible when the quarterly returns were uploaded. Governors noted that the schools with budget surpluses had lower SEND numbers. SEND costs at Village were greater than the SEND income. More families were applying to Village because it has a good reputation for SEND provision. Schools cannot refuse to admit SEND children even if they don't have staff to support them.
- d) Naureen Akhtar **suggested** contacting BDSIP for advice on deploying TAs effectively for SEND support.
- e) The Chair reported that the new government had announced a review of SEND in schools but it was unlikely that there would be any additional funding for SEND in the next academic year. It was recognised that there was a problem with high levels of SEND in mainstream schools. The LA was opening a new special school in 2025 which should reduce some pressure.
- f) The school had a strong team for high needs pupils, who had been appointed for their specific skills. They shared their strategies with mainstream staff. Provision mapping for SEND includes a lot of strategies. EduKey was being used to record the impact of each child's interventions. Staff were still

learning to use all the features of EduKey. NA offered help with questions about EduKey because her school had been using it for a few years.

- g) It was suggested that the governing board should have some targets in the SDP for the coming year.

5 EDUCATIONAL VISITS POLICY

Governors **approved** the latest Educational Visits Policy.

6 ANNUAL RE SUBJECT MONITORING RETURN

Governors received the annual RE monitoring return and asked how lessons could be pushed from Good to Outstanding. They were informed that there has been progression. The local Agreed Syllabus is followed, and the school will look at what can be done to make lessons better. There are already visits to places of worship and children enjoy these.

RE had gone well this year. The Chair had visited RE lessons and saw how well engaged the children were. Children are exposed to different religions and have opportunities to reflect on the similarities. They are also prepared for the transition to William Ford Church of England Junior School.

Governors **enquired** about preparation for Ofsted. They were informed that the School Improvement Partner had spoken to subject leads to prepare for deep dives. Governors would like briefing notes on subjects too, e.g. curriculum time and targets.

7 FINANCE

7.1 Governors **approved** the new budget of £300 for Translator Services to support parents with languages not covered by school staff.

7.2 Governors were informed that the school had received a letter from the LA warning that they were not permitted to set a budget which plans for a cumulative deficit in the next three financial years, except where the local authority has formally authorised such a budget. The school was therefore asked to prepare a three-year recovery plan by 20 September 2024. The governors:

- a) noted the suggested actions to be included in the recovery plan and were informed that the school was already doing these.
- b) agreed that the school budget was being managed well but the increase in SEND was causing the deficit. It was **agreed** that the governors would write to the LA to draw attention to the high levels of SEND and the fact that funding does not cover the costs of additional support staff for children with complex needs. The school's costs would not be so high if children with the most complex needs were moved to specialist provisions. The school can demonstrate what has been spent on SEND. DR would be asked to contribute to the letter and the draft would be shared with all governors for their comments before sending.

7.3 Governors **asked** about Reception numbers for September. They were pleased to note that 82 children were expected. 52 out of 78 Nursery places had been filled, including 19 full time.

- a) Governors **enquired** how many new SEND children were expected in Reception. They were informed that 3 EHCPs were known and there may be more applications. There were 14 EHCPs across the whole school with

another pending and 2 children awaiting assessment.

- b) The Chair **asked** how well the LA processed EHCPs. They were informed that the school had been allocated a co-ordinator but the process was slow – it could take 2 years for a draft EHCP to be completed. The process was too bureaucratic and was difficult for schools and families.

8 ORGANISATIONAL CHANGE

Governors were informed that the School Business Manager had attended training on Organisational Change. A proposal was being prepared for consideration in September including the adjustment of midday assistants' hours. The staff affected can be asked if they accept the changes and a formal consultation process is not necessary if they are all in agreement. Also, consideration of the changes can be delegated to a committee rather than holding a meeting of the full governing board. It was **agreed** that the Chair should arrange a committee of three members to meet to approve the proposals.

9 OUTCOME OF PARENT GOVERNOR ELECTION

Governors were informed that Sunday Aladetoyinbo had been elected to fill the vacancy for a Parent Governor. The Chair would arrange a meeting before joining the governing board in September.

10 ANY OTHER BUSINESS

Performance Data

Governors noted the end of year assessment data as follows:

Year 1 Phonics 78%

End of KS1 (non-statutory tests) – on par with 2023, above national and borough figures

11 MEETING DATES

Governors **agreed** to hold future meetings as follows:

Autumn Term 2024

Pay & Personnel Committee	Tuesday 22 October 2024 4:45 pm
Finance Committee	Tuesday 22 October 2024 5:15 pm
Governing Board	Thursday 24 October 2024 5:15 pm
Quality of Education Committee	Thursday 12 December 2024 5:15 pm

Spring Term 2025

Finance Committee	Tuesday 4 February 2025 5:15 pm
Governing Board	Thursday 6 February 2025 5:15 pm
Quality of Education Committee	Thursday 27 March 2025 5:15 pm

Summer Term 2025

Finance Committee	Tuesday 13 May 2025 5:15 pm
Governing Board	Thursday 15 May 2025 5:15 pm
Quality of Education Committee	Thursday 17 July 2025 5:15 pm

Actions/Follow up		
Min 4.6 d	School to contact BDSIP for advice on deploying TAs for SEND.	School
Min 7.1	Budget of £300 approved for Translator Services	SBM
Min 7.2 b	Governors to write to LA about high levels of SEND, and funding does not cover cost of supporting children with complex needs. Draft letter to be circulated to governors for comments before sending.	Chair with input from school including SENCo.
Min 8	Chair to arrange a committee of 3 governors to consider organisational change proposals.	Chair