

Present & Apologies	Carol, Pauline Melia, Maxine Roberts, Fred, Lesley Curtis, Jamie Wilson, Joyce Humphreys, Observers from Canterbury Nursery Bradford. Jackie and Emma ? check names please No apologies were received.
1. Learning Walk discussion and feedback	The meeting began with a learning walk. A range of activities was seen from Massage to running on grass and rolling, smelling the soil and grass. Children were approaching governors and some became involved in the chns play eg rolling hoops. Children are not fazed by the visitors. Children responded well to the routine eg lights down and tidy up song. A lot of work goes into each session to meet the needs of all children. Behaviour was good – no shouting out. Direct teaching was observed on clay table and phonics. Governors were clear that the high standards are being maintained. Governors completed feedback sheets . Questions covered ratios, family worker files. Discussion about modelling writing took place because of the observation notes being made. Governors found the learning walk helpful. Monitoring sheets were useful.
Declaration of interests	None
AOB	none
2. Policies to be agreed	The following Policies and procedures were agreed: <ul style="list-style-type: none"> • Acceptable Use • Communication & Language • Curriculum, Learning and Teaching • Educational Visits • Expressive Arts & Design • Lost Child • Mathematics • On line Safety • Peer massage • PSED • Physical Development • Sick, injured child procedure • Sudden Infant Death • Understanding the World <p>The following policy was reviewed and recommended to the next governors’ meeting to be agreed:</p> <ul style="list-style-type: none"> • Behaviour <p>MR stated that the On line safety policy was exceptional. Steering committee has suggested that we spread them out over the year in future.</p>

	<p>The committee thanked Jamie for his work.</p>
<p>3. Literacy EYs Quality Mark</p>	<p>The Centre was assessed last week and awarded the Gold Standard. Report will be sent to governors when it arrives JH, PM, MR and 2 parents also spoke to the assessor. Some of the evidence was available for governors to look at and time was spent sharing the scrapbook. All children have joined the local library. The Nursery was asked by the assessor to share the assessment practice more widely next year. There is a current focus on developing LGBT book stock. Faye O'Connor was the lead for a whole school initiative. The committee sends their thanks to Faye for all of her hard work.</p>
<p>3. Review and monitoring of the School Development Plan – priority 2</p>	<p>Leadership model is embedded. 30 hour is embedded. (30 hours is for 15- loss leader that is currently working) Jamie shared that this had not just helped the numbers but has been fantastic for supporting children's progress Fundamental British Values Everyday excellence is being maintained (seen today in learning walk) School offer is on website SEN: still being worked on. Ideas will be presented to staffing STEW – emotional and wellbeing scale is in use (Kate Doyle leading) Ma teaching and literacy – phonics seen this morning also children recognising numbers seen Numicon was in use in bubble tray) Environment programme up and running well. – Empty classroom day. Learning conversations are up and running. Lesley presented at a conference in Washington USA Faye is co-ordinator for curriculum development achieved E learning journeys are still pending Nurture provision in place Behaviour for learning – staff development looking at the impact on children's learning. Island time work is well on the way. FWT is embedded. PLODs are a key part of this. In Harmony: This has been a big project and is now embedded. Funding will be ending Parental engagement Positive 90% of the time. Very good relationships with parents evidenced by level of volunteering. Parents feel able to challenge. Attendance – challenge because attendance is non statutory. J stated that they have tracked and targeted lowest 35% . We use LA figure of 97%. Ongoing S&L WellComm work is ongoing. Low PP take up means school is paying £6000 towards this. J stated that their parents are given a waterproof outdoor suit for their child if eligible, also story resource each term.</p>

	<p>Reading Q mark achieved Bug Hotel has been developed.</p> <p>Plan has been reviewed with the teaching team and is on track. NB these items are all linked to staff performance management.</p>
5. School leaving children	
- number and names of primary schools that children will transition on to	<p>67 children will be leaving to go to R classes in 17 schools</p> <p>11 to Whitefield 10 to OLI 7 to All Saints 7 to New Park & to Beacon</p> <p>3 to Pleasant St St Pauls Sacred Heart Florence Melly 1 Home schooling .</p>
- reception teachers visiting	Letters are going out to schools and inviting R teachers in at the end of June to meet with current class teacher to discuss progress
- teacher-parent progress meetings	1st week in July, there will be a new approach starting for meetings over a week – introduced because not all parents have been able to attend on a single day
- extended transitions for identified children	<p>A number of children are involved. Teaching team, FS worker, DHT and HT are involved Jackie and Emma shared their transition process..</p> <p>This is in addition to nurture group. Teaching school links have really helped the transition process.</p> <p>We are developing admission criteria for those children involved in the nurture group.</p> <p>Currently expecting at least 2 but probably more to go into the nurture group.</p>
- e-Learning Journeys	Everything the school has on each child is transferred to a DVD and given to parents. These will be completed again. Hugely successful.
- celebration of achievement reports	Will be given out during the last week of term.
6. Staff sharing of performance management objectives and achievements	? do we have a date for this
7. Published Nursery World articles	<p>5 articles were shared on outdoor resource boxes. Linked to teaching school role. Nursery world asked for a series of 6 articles over 6 months. Lesley and Jamie supported Lyndsey Gardner who is a room leader.</p> <p>A member of staff is the “Champion” who is responsible for keeping the boxes up to date.</p>

<p>8. Progress and assessment data – some ‘food for thought’.</p>	<p>Rigorous system is in place and was explained. Most disadvantaged children Summer born boys FSM ??? Currently trialling a system looking at development matters and subsidiary steps against DoB Allows clear judgement of “in line” etc and allows demonstration of how much progress children have actually made and how much time they have for the gap to be closed. Individual record sheets shared and explained. Children are targeted for the largest gaps. If number is less than 12, then this will be covered in R class.</p> <p>Governors discussed the data and its use eg preparation for targeted tasks. Discussed balance between age appropriate activities (being children) against pressurising the children. Governors would like more sessions focussed on data and perhaps a data governor needs to be appointed. Maxine Roberts volunteered.</p>
<p>9. Summer term extra-curricular learning experiences:</p> <ul style="list-style-type: none"> - Superhero Day (Fri 6 May) - Epstein Theatre (Wed 18 May) - ‘Empty Classroom Day’ (Fri 17 June) - Pinewoods visits for school leaving children (Mon 27 – Wed 29 June) - In Harmony end-of-year performances (Mon 11 and Wed 13 July) 	<p>Gruffalo’s child</p> <p>Entire day will be spent outdoors. All learning and lunch will be outdoors.</p> <p>3 visits for school leavers and their parents.</p> <p>All governors are invited.</p>
<p>10. Any Other Business</p>	<p>SIP reports were shared. Grades are 1 New SIP in place. SEF was shared. -Governors were pleased to see that all grades remain at 1. This is backed up by evidence seen on the learning, walk, SDP review and SIP report.</p> <p>Nurture groups: Presentation was given by ?? Baseline over 6 weeks on entry and regular assessment /tracking takes place. Gives clear up to date picture of children.</p>

	<p>Boxall profile used. (shared)</p> <p>After 2 weeks, parents contribute to assessments – shows how children are out of school – interesting exercise, allows sharing of strategies with parents.</p> <p>LEGO therapy is used. Eg sorting, counting, etc. Model building and talking about it. Builds up language. Roles are then allocated – part supplier and builder again with discussion. Next stage is to increase to 4 roles architect and director.</p> <p>Comic strip conversations used eg if “crisis” supports child in working through –drawing, speech bubbles and thinking bubbles followed by adult discussion.</p> <p>Film Inside Out used. J offered to pass on information about a suitable teaching programme that could be used with this film.</p>
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