



The Federation of Bedenham & Holbrook Primary Schools

**MINUTES OF THE SCHOOL IMPROVEMENT COMMITTEE MEETING OF THE FEDERATION
OF BEDENHAM AND HOLBROOK PRIMARY SCHOOLS
HELD ON MONDAY 28TH SEPTEMBER 2015 AT 6PM**

Held at Holbrook Primary School

Present:

G Cull (GC)	Co-opted Governor
S Reed (SR)	Co-opted Governor s
J Heath (JH)	Co-opted Governor (Chair)
L Newman (LN)	Co-opted Governor
C Landon (CL)	Co-opted Governor s
C Wood (CW)	HOS Bedenham Associate Member s
Z Dudley (ZD)	HOS Holbrook Associate Member s
T Potter (EHT)	Executive Headteacher s
L Dovell (LD)	Co-opted Governor

In attendance:

J Dunn (Clerk)	Local Authority Clerk
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Apologies: C Storey (CS) Parent Governor

Absent: G Lidgey (GL) Co-opted Governor

Quorum Present

AGENDA NUMBER		ACTION POINTS
1.	<p>Welcome and Apologies for Absence: The chair welcomed everyone and started the meeting at 6pm and confirmed that apologies had been received and accepted from CS. It was noted that GL was absent. The chair welcomed LD to her first committee meeting of the Federation.</p> <p>The clerk confirmed that a quorum was present.</p>	
2.	<p>Governor Monitoring and Feedback (Holbrook School). Looking at</p> <p>a) Book Scrutiny b) Learning Environments (guided) c) Behaviour</p> <p>The following discussion was confidential and is recorded on a separate document.</p> <p>The EHT asked the governors to split into three groups to look at the above monitoring areas for 30 minutes. The governors agreed their groupings bearing in mind their specific link roles and experience.</p> <p><u>Book Scrutiny (Maths and English):</u> JH, SR and CW.</p>	

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	<p><u>Learning Environments:</u> LN, CL and the EHT.</p> <p><u>Behaviour:</u> GC, LD and ZD.</p> <p>The governors reconvened and the chair thanked CW, ZD and the EHT for organising the monitoring session which had been very valuable.</p> <p>The governors discussed and reported on their findings. These included:</p> <p><u>Book Scrutiny:</u></p> <ul style="list-style-type: none">• Numeracy and writing books were reviewed for Years 3, 4, 5 and 6.• The governors were looking for evidence of a learning journey, learning intent and marking and feedback.• The governors were conscious they did not see the planning and could not tell what the final outcome should be.• Pink and green marking was evident.• There was evidence of the children working with conjunctions, adjectives, the power of 3 and using emotive language.• The books clearly stated what the success criteria was.• Progress over time was clearly evidenced with more complex work, although they did not know what the actual aim was. <p>Governor questions:</p> <p>Based on what you looked at, would you say that the quantity of work was correct? Yes it looked to be at the right level, certainly in years 3 and 4.</p> <p>The new curriculum asks for children to be secure in their knowledge before moving on. Was that evident from the books? It is early days but there is clear evidence of the children not being rushed on. In Maths they are definitely working longer on number and place value before moving on. There is more consolidation and lots of evidence for Maths that the children are being given time to correct and respond to feedback. The marking is relevant, modelling is evident and there is a definite journey to be seen. It is very positive.</p> <p><u>Learning Environments:</u></p> <ul style="list-style-type: none">• The governors had walked through the classrooms of Years 1 and 2, 3 and 4, 5 and 6.• They had looked at the learning walls for evidence in English for the “purpose and audience “and Maths for the strategies being taught as well as evidence of the learning journey in both subjects	
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	<ul style="list-style-type: none"> • Although the evidence of purpose and audience was there it did not “leap out” and this should be addressed. The EHT confirmed that they would look at making the purpose and audience clearer and bolder. • A lot of evidence could be seen of the skills they are currently learning. • In English the purpose in all rooms was to write a story (within different contexts and with differing skills e.g. Year 6 are writing their own myths whilst Year 1 are writing a repeating story) and the starting points varied as would be expected. • The learning journeys were clearer in Key Stage 2 (KS2) and more could be seen for English than Maths. ZD explained that it had been agreed that the learning journey for Maths would differ and focus on WAGOLL (what a good one looks like). • Clear evidence could be seen through wall posters and activities, of the school’s focus on promoting Fundamental British Values and preventing extremism. • There is a need to balance what is on the walls – not too much or it could become confused. • A phenomenal improvement could be seen from two weeks ago. <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Governors had been taken through the process and flow of how behaviour concerns are reported. • ABCC (Antecedent Behaviour, Consequence and Communicative Intent) was explained. • Most incidences of poor behaviour are dealt with within the behaviour policy and do not get to the ABCC stage. • The uses of violent incident and physical restraint forms were explained and shown. All three copies are now being completed, having alerted all staff, filed in a pack and placed on the HOS desk for review and filing. • A full review by the HOS ZD is being carried out to address concerns in the completion and filing of forms. • It was good to see that the Emotional Literacy Support Assistant (ELSA) is involved with filling in forms and is there to support staff. • Consistency in completing the forms correctly is important and they should be completed as soon after the event as possible. • Forms are confidential and kept centrally. • The review by the HOS appears to be addressing the small faults previously identified. <p>The governors discussed and agreed for the committee to carry out a similar monitoring exercise at Bedenham school, prior to the next</p>	<p>Monitoring review to be completed at Bedenham by committee prior to next meeting JH & CW to organise and clerk to place on the agenda</p>
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	<p>meeting. The clerk to place this on the agenda for discussion.</p> <p>The chair thanked the senior leadership team for organising the monitoring exercise and for a very useful session.</p>	
3.	<p>Declarations of Pecuniary Interests: No additional declarations were declared.</p>	
4.	<p>Agree Any Urgent Business: The chair asked to cover:</p> <ul style="list-style-type: none"> • Approval of the Written Statement of Behaviour Principles • Admissions Consultation 2017/18 • The Prevent Duty school communication <p>This was agreed.</p>	
5.	<p>School Improvement Plan (SIP): Previously circulated.</p> <p>The EHT explained that in the first four weeks of term every teacher had been monitored in an Ofsted style, for English, Maths and Science. Work and planning scrutiny took place at the beginning and end of each year team's week and data will be added to this at a later point. The monitoring is being called "triangulation" and is across both schools. All except for Year R have been completed and this is taking place in phases and anything picked up has been fed back to the phase leaders and then the phase as a whole. Individual feedback has only been given in certain circumstances where something specific needs to happen. As a result:</p> <ol style="list-style-type: none"> 1. The learning walls in Year 5/6 are being addressed in both schools and will be monitored on an ongoing basis. 2. Work is taking place to ensure everyone is clear on the "learning journey" and this has had an impact on the learning walls and the whole school. <p>CW and ZD explained that Years 3 and 4 are matching the learning objectives to planning for the lessons. Missing opportunities seen particularly in Maths are being addressed with the support of J Stedman, A Foice and CW/ZD as appropriate.</p> <p>The EHT said that the monitoring has been positive with most of the teaching within "Good". Planning needs to be tweaked to reflect "life without levels" and this is being addressed. The language of learning needs to show deeper questioning but overall it was a very encouraging start to the year.</p> <p>CW explained that this had been a chance to say "yes you are doing the right thing" with the new curriculum, but maybe to try this or that. A governor said that it had been hard so early in the term and when they are just getting to know the new children, but very empowering. Many things picked up were just quick fixes.</p>	

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	<p>Governor questions to the EHT:</p> <p>Will you doing this monitoring again after half term? Yes it is planned in with a lighter touch and focussing on any areas for development. At Holbrook ZD will be working with the phase teams on learning journeys in Maths and J Stedman will work with the phase leaders in English.</p> <p>Regarding the informal observation cycles, how are these timed? CL and ZD said that they are constantly in the class rooms or passing by and will pick up things then.</p> <p>The EHT said that there are some key strategies to address following the Learning and Leadership Partner (LLP) visit. J Stedman will be supporting and with the triangulation this will continue until fully addressed.</p> <p>Could we see the outcomes from this triangulation in order for us to monitor and see evidence of improvement? Yes I will provide governors with that information before the next FGB meeting.</p> <ul style="list-style-type: none"> • Targets and Progress: The EHT said that the committee had been given information previously on the targets and progress from the previous year and that they should be aware that the floor targets at Holbrook have not been met for the last two years. The progress data at Holbrook for KS2 was not as good as anticipated as if a child was 'below' the level of the tests they have been awarded a level 2.5 at KS2 even though by the end of the year and time the teacher assessments had to be submitted they could have reached level 3 which could therefore mean they had not made 2 levels in the official data. This was the case for three children and that makes a significant difference to the data. The Bedenham official data on the other hand has seen a slight improvement in terms of the progress measures. <p>Would it be reasonable to say that at the end of this academic year, that this will no longer be the case at Holbrook? Yes it is, the vast majority of the current Year 6 are on track to meet age related expectations</p> <ul style="list-style-type: none"> • Outcomes for vulnerable groups: • Special educational Needs (SEN) Provision: <p>The EHT said that at Holbrook all children did not do well enough though there are not significant gaps between vulnerable groups and the cohorts as a whole. Whilst at Bedenham there is still a gap between Free School Meal (FSM) and Non-FSM children, particularly in writing. The SEN children do reasonably well and there are no surprises for the FSM and SEN children at Bedenham. Holbrook SEN</p> 	<p>Provide triangulation outputs (teachers observations) prior to next meeting (EHT)</p>
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	<p>children do better than those at Bedenham.</p> <ul style="list-style-type: none"> • SATs results against targets: The EHT said that the SATS results had been reviewed by all governors in July at FGB. And there was nothing to add. • Curriculum Targets for External assessment 2016: The EHT explained that they will be working towards 85% of children reaching age related expectations (ARE). There could be a dip at Bedenham this year in Year 6 (cohort specific reasons) and that Years 5 and 6 at Holbrook are on track. • Questions sent in advance on the SIP: Raising attainment and accelerating progress: is it appropriate for governors to attend some pupil progress meetings where achievement is not in line with end of year expectations? Also INSET days? Yes that would be fine. Improving the quality of learning and teaching: a. how do governors know that the National Curriculum has been fully implemented without knowing what is involved? b. Developing a "spelling culture" - does the parental engagement involve workshops for parents and if not, do you have anything in mind? A) You are welcome to come in and find out at any time. ZD said that she can send governors the topics and links and that this information will also be going onto the website. B) CW said that at Bedenham one of the objectives of the SIP is to improve learning on how to spell at home. They are running a competition for the and this will be for the children, teenagers, parents and staff as well. They have trophies to be awarded and they are currently finishing off a booklet to go home with the children on "How to help your child with spellings". It will be fun whilst addressing a serious issue which is common across Hampshire. If it works well it will be taken on at Holbrook as well. Developing leadership at all levels: what is IRIS technology and how does it enable self-reflection and self-evaluation? This is a video programme set up in the classroom that allows teachers to video their lessons, watch it back and carry out self-reflection. We have also asked everyone to add copies of some of their videos to their Blue Sky account at Bedenham (for performance reviews). OBJECTIVE 1. 2nd Action - Can governors be included in drop-in observations with phase leaders and Inclusion manager? That will be fine. OBJECTIVE 2. 3rd Action - Again can governors be included in observations and drop-ins of each phase? That will be fine. 7th Action – When staff meetings are held in different classrooms so teachers have the opportunity to share something that has been successful, would this be an appropriate opportunity for governors to attend? This already happens as a matter of course and governors are welcome to attend the staff meetings. You have the 	<p>Circulate curriculum topics and links (ZD)</p>
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	<p>dates.</p> <p>7th Action – Learning environment & resources support effective learning - Classroom working walls show current and previous KPIs - Are the KPIs mentioned the same as the Key targets for 2015/16, or something different, and if so, what are they? Presumably governors need to know so they can ensure that working walls reflect this. We are not quite there yet with Key Performance Indicators (KPIs). KPIs are not the same as Key Targets. For the current units of work we identify key targets or learning and we would like to show how these link with prior learning on learning walls – this is a work in progress. ZD said she will send the KPIs to the clerk to circulate.</p> <p>OBJECTIVE 3. 1st Action - Can governors be included in the brief presentation to staff of Hampshire Inspection and Advisory Service (HIAS) model? Governors have already had that information.</p> <p>4th Action - Do governors know the National Curriculum statements? ZD confirmed that it is a previous action point to forward these to the governors.</p> <p>5th Action - Can you expand on the Learning Intention - is this something that teachers decide and/or is it something of which the children are aware. These are called WALTs (we are learning to) at Holbrook and Learning Intentions at Bedenham and has been discussed earlier. These should be tightly focussed on the key skills / strategies the children are learning at that time</p> <p>Success Criteria - Parents are well informed about their children's progress - how will this be done other than the normal school report? This is done at parent evenings and mentor meetings.</p> <p>Governors are fully aware of ARE and can understand and compare the "% achieving ARE" grids..... How will governors learn about what AREs are? We are using the Hampshire model for tracking in English and maths – the KPIs (which are end of year expectations) have been split into three 'phases' by the English and Maths LA teams with learning in phase 1 being the building blocks, phase 2 and 3 then build on these – the English and maths teams have added additional information for clarity as appropriate. In November, February and April summative assessment data in relation to the phases will be collated and presented to governors – this information will enable governors to identify the % on track to reach age-related expectations.</p> <p>OBJECTIVE 5. 3rd Action - will governors have the opportunity to see portfolios of work and planning, or is this not appropriate or relevant? You can see planning at any time and we have reviewed pupil work today. This committee will continue to review pupil work for evidence.</p> <p>8th Action - outstanding practitioners/experts - when staff observe, could governors be included, with agreement of staff of course? Yes, we can put you in contact with people to observe with</p>	<p>Circulate KPIs (ZD)</p>
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	<p>their permission.</p> <p>The chair thanked the EHT for her report and said that she will be building this into the Governor Monitoring Plan.</p>	
6.	<p>Governor Monitoring Plan: The chair explained that a new monitoring plan will be started for 2015/16 and she will update it to reflect the monitoring and questioning carried out at today's meeting. The chair said she will then circulate the plan for governors to comment on.</p> <p>The governors spent some time discussing the monitoring plan and it was agreed that this should be posted to the school websites to show stakeholders clear evidence of governance. A copy of the plan would also be placed at the front of the visit folder in Holbrook school office.</p> <p>The committee agreed that link governors should arrange visits to support the plan and ensure both schools are covered.</p> <p>The committee requested a session on Assessment for Learning (AFL) using IRIS at Bedenham for the next meeting.</p>	<p>Update governor monitoring plan and circulate (JH)</p> <p>Arrange to post the governor monitoring plan on the website and visit file (JH and clerk)</p> <p>AFL video (Bedenham) next meeting (CW)</p>
7.	<p>Minutes of the Previous Meeting 29th June 2015: Previously circulated.</p>	
7.a	<p>Approval: The minutes were unanimously approved as a true record and signed by the chair.</p>	
7.b	<p>Matters Arising:</p> <p>Action 27, agenda item 7.1: CW confirmed that dates had been circulated to the data working party on pupil progress meetings as requested. 7.2: GC confirmed that the Health and Safety audits had been completed for each school. 7.3: The EHT confirmed that she had asked a parent if a governor could sit in on a mentor meeting as requested.</p> <p>Action 29, agenda item 2: JH confirmed that she had written a note of thanks to the school council as requested.</p> <p>Action 30, agenda item 3: The committee discussed and agreed that the case studies presented at the last meeting were highly confidential and in retrospect should not be circulated. This item to be closed.</p> <p>Action 31, agenda item 6: The EHT explained that it had not been possible for a governor to attend the School Improvement Planning meeting in the end and this action should be closed.</p> <p>Action 32, agenda item 7: JH confirmed that she had updated the governor monitoring plan for 2014/15 as requested.</p> <p>Action 33, agenda item 7: The chair confirmed that the governor monitoring plan was placed on today's agenda as requested.</p> <p>Action 34, agenda item 8: The clerk confirmed that she had received</p>	

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	<p>the updated policy review planner from CW and ZD as requested.</p> <p>There were no further matters arising from the minutes.</p>	
8.	<p>Any Other Agreed Urgent Business:</p> <ul style="list-style-type: none"> <p>Approve Written Behaviour Statement: Previously circulated.</p> <p>The governors discussed the statement and agreed to remove the power to discipline outside the school gate and to ensure the existing Behaviour Policy at Holbrook covers the use of reasonable force and physical restraint. With this amendment the statement was unanimously approved.</p> <p>Admissions consultation 2017/18: Previously circulated.</p> <p>The chair went through the questions on the survey and the governors discussed the choices. It was unanimously agreed:</p> <ul style="list-style-type: none"> Q5 - 17: no priority to be given to Pupil Premium children, Service Premium and Early Years Premium children as it would add further complexity to the admissions policy. Q24: No change to the published admission number (PAN) as there is no room and to remain at 45 for both schools. <p>The chair confirmed that she will complete the survey and return it to county.</p> <p>The prevent Duty: The chair drew the governors' attention to a recent school communication SC013329. ZD said that she will send the link for e learning to governors. The governors discussed the schools' and governors' responsibilities under the Prevent Duty and agreed that the schools need to demonstrate how they prevent radicalisation. The EHT confirmed that this is mainly covered within the Religious Education and Social, Moral, Spiritual and Cultural (SMSC) policies and activities within the school and teaching the children tolerance to different religions. For example in the first three days of returning to school Years 5 and 6 carried out a gender stereotyping exercise within a Personal, Social, Health and Economic (PSHE) session and then discussed their findings. This has been very successful. Fundamental British Values and radicalisation topics are also covered within assemblies, the behaviour policy, talking about respecting each other and taking responsibility for your actions now and in the future. There is a poster on the wall which governors saw on their learning walk earlier. The EHT said that they are discussing the Prevent Duty in staff meetings and they are mindful of this in all the things being done in school. Once this is completed the plans will be sent to all governors –</p> 	<p>Double check behaviour policies for reference to reasonable force/physical restraint (ZD)</p> <p>Complete admissions return to county (JH)</p> <p>Circulate link for e learning The Prevent Duty (ZD)</p> <p>Circulate plans for Prevent Duty (EHT)</p>

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	this is a high priority.	
9.	Confirm Date of Next Meeting: The chair confirmed that the next meeting will be held at Bedenham school on the 16 th November 2015 at 6pm.	
10.	Items for Next Meeting: <ul style="list-style-type: none"> • Raise On Line Dashboards • Assessment without levels Video (Bedenham) • Attendance and Exclusions • Pupil Work Review Feedback (Bedenham) <p>The chair thanked the governors for their attendance and input and closed the meeting at 8.07pm.</p>	

Agreed action points from the meeting

Action Number	Agenda item	Action Required	Responsibility	Completed
1	2	Monitoring review to be completed at Bedenham by committee prior to next meeting JH & CW to organise and clerk to place on the agenda	JH, CW and clerk	
2	5	Provide triangulation outputs (teachers observations) prior to next meeting	EHT	
3	5	Circulate curriculum topics and links	ZD	Completed 29/9/15
4	5	Circulate KPIs	ZD	Completed 29/9/15
5	6	Update governor monitoring plan and circulate	JH	
6	6	Arrange to post the governor monitoring plan on the website and visit file	JH and clerk	
7	6	AFL video (Bedenham) next meeting	CW	
8	8	Double check behaviour polices for reference to reasonable force/physical restraint	ZD	
9	8	Complete admissions return to county	JH	
10	8	Circulate link for e learning The Prevent Duty	ZD	
11	8	Circulate plans for covering the Prevent Duty in school	EHT	

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