



The Federation of Bedenham & Holbrook Primary Schools

**Minutes of the Holbrook School Improvement Committee  
Meeting  
19 June 2017  
6pm  
Held at Holbrook Primary School**

**Present:**

T Potter (EHT)	Executive Head teacher
Z Dudley (HoS)	HOS Holbrook Associate
J Heath (JH)	Co-opted Governor (Vice chair)
A Foice (AF)	Staff Governor
G Cull (GC)	Co-opted Governor (Chair)

**In attendance:**

C Harman (CH)	Local Authority Clerk
N Carter (NC)	School Improvement Manager
R. Dickson (RD)	Prospective new Governor
L Goulding (LG)	SENCO

**Apologies:**

**Absent:** I Wood (IW) Parent Governor  
M Wise (MW) Co-opted Governor

**Quorum:** Present:3 required

Agenda	ACTION POINTS
<p><b>1</b></p> <p><b>Welcome and Apologies for Absence:</b> The clerk opened the meeting at 6pm in the absence of a Chair or Vice Chair.</p> <p>No apologies were received therefore IW and MW were marked as absent.</p> <p>RD was introduced to the Governors. RD is a prospective new Governor and is observing the committee meeting.</p>	
<p><b>2.</b></p> <p><b>Appoint Chair and Vice Chair</b></p> <p>It was decided that the terms of reference for each of the School Improvement Committees should reference the fact that staff governors of the school other than that to which the committee referred may be counted as voting governors</p>	

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	<p>and their presence should be treated as being that of an “ordinary” governor. Their presence at a meeting may be counted as being one that contributed towards that meeting being quorate.</p> <p>It was agreed that the terms of reference would be updated to include this and presented to the FGB for approval.</p> <p>Clerk asked if there were any nominations for chair. JH is already chair for FGB meetings so it was suggested that GC take on the role. GC was happy to nominate himself. <b>And GC was unanimously voted in as the chair.</b></p> <p>JH nominated herself as the vice chair and <b>she was unanimously voted in.</b></p> <p>The clerk then handed over the chair to the newly elected Chair.</p>	<p>Update TOR's . JH</p>
<p>3.</p>	<p><b>Declarations of Pecuniary Interests:</b> It was agreed that no new forms declaring interests needed to be completed. The form that Governors fill in for the FGB should cover all of the committee meetings as well.</p> <p>No one had any further declarations to make at this time.</p>	
<p>4.</p>	<p><b>Agree Any Urgent Business:</b> None</p>	
<p>5.</p>	<p><b>Review annual report from designated teacher for Looked after Children</b> The chair confirmed that everyone had received the report and asked if there were any questions.</p> <p><b>Governor asked LG where did she expect to see the LACs at Year 6?</b></p> <p>LG answered that the children will definitely progress. They have made significant progress already and this should continue. The children have been observed working independently, involved in discussions with other children and doing differentiated work in the classroom.</p> <p>EHT explained that part of the work teachers are doing now is to fill the gaps in work that the LAC children are doing in the classroom. They are splitting it down into independent domains and focussed on areas of need</p> <p><b>Governor asked whether any LAC children were also SEN?</b></p> <p>LG said they were, and that they are tracked closely.</p> <p><b>Governor asked if they would catch up to achieve ARE by year 6?</b></p> <p>LG said this was unlikely.</p> <p><b>The chair asked in respect of the children in the report how effective are the LSAs and ELSAs?</b></p>	

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	<p>LG explained that one of the children would not be here if it wasn't for the support of the LSAs, and this support will be an essential contribution to the continuing progress and stability of the children.</p> <p>Different interventions are used with children as they need, and emotional support is provided by the ELSA.</p> <p><b>Governor asked if the stability of the placements for the child impact on the child doing well at school.</b></p> <p>LG agreed that they did.</p> <p>LG was asked if the interventions progress had been reviewed to see if they are cost effective.</p> <p>LG explained that they have tried lots of interventions and then settled on a final one. They are also reviewing cost effectiveness of the interventions.</p> <p>There were no further questions on this report.</p>	
6.	<p><b>Review SEN annual report and information</b></p> <p>The chair confirmed that all Governors had received the report and asked if there were any questions.</p> <p><b>Governor asked why there was difficulty with the SENSEA money not coming through?</b></p> <p>LG explained that several had been submitted at the same time. Each SENSEA needs to go to a panel for a decision to be made and this is taking time because there are so many applications from across the county. The school initially started applying for more SENSEAs but has now reverted back to EHCPs because these are now much quicker at being processed by County.</p> <p>LG went onto add that Ofsted do not acknowledge SENSEAs so it was important to go with an EHCP.</p> <p>NC agreed, EHCPs are a legal statutory right and a SENSEA is not acknowledged.</p> <p>LG explained that the guidance on whether to apply for a SENSEA or EHCP were unclear.</p> <p><b>Governor asked which one is the better financially?</b></p>	

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LG said that they are both the same and it does not make a difference.

EHT added that if the child is in need of 30hrs then it is better for EHCP.

**Governor referred to the section Spring where under long term areas for development it mentions speech and language. Do you have any evidence that this intervention has had an impact?**

LG explained that they have only started Language Link this year and they are making progress. However, Speech and Language have just signed off three children who were receiving support through the Language Link programme which is showing that the children are meeting targets and the programme is having an impact.

LG went onto show Governors data which showed how they are tracking back from year 1, phase one to phase three. This data is broken down into domains and each child has their own individual sheet showing if they are emerging or secure. This way SLT and teachers can see progress and gaps.

**Governor asked if this could be tracked with the interventions?**

LG said that yes this was something they could do.

EHT added that it is difficult to monitor early learning goals in year R and into year 1.

LG explained that there is a tool being developed to help this but it will need training to use it.

**Governor asked if the IQM areas for development were in the school improvement plan?**

LG explained that as they were in the school improvement plan, they were not added into her individual plan.

HoS added that the domain trackers would be good to look at in intervals and would be useful to look at again in December. Governors agreed.

EHT started the discussion on whether there should be a SEN Governor for each school. It was decided that JH would do both schools.

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	<p>There were no further questions. Therefore LG left the meeting at 6.26pm.</p>	
7.	<p><b>Review Terms of Reference (amendments for approval at FGB 10<sup>th</sup> July 2017)</b></p> <p>As per the previous discussion JH to make amendments to the TOR's for what the definition of quorate means for each SIC. And that the Staff Governor not employed by that school will be classed as a Governor.</p>	
8.	<p><b>Review Transition arrangements</b></p> <p>HoS explained to Governors that they had had issues with the transition arrangements with Bridgemary. There had been a delay in dates being made available to primary schools for the transition days. However, Bridgemary teachers would be attending to observe pupils in English and Maths. There was also a classroom session to be held at Bridgemary for Science. However, dates for these had been dictated and there was little room for negotiation. Preparations were last minute but EHT pointed out that there hasn't been a consistent member of staff at Bridgemary to communicate with recently so this could be the reason for the lack of contact.</p> <p>AF explained that during the GEIP they had got it down to a two week window (agreed across all of the feeder schools in Gosport) when transition would happen. But this has since slipped back.</p> <p><b>Governor asked if Head Teachers could be more proactive at the beginning of the term and communicate with the schools?</b></p> <p>EHT explained that this had been done but they were still experiencing issues.</p> <p><b>The chair made the comment that parents do not want this disruption in the last term. Children would be at a disadvantage if they didn't undertake transition. He went on to express his disappointment that even after repeated attempts using the services of the GEIP, secondary schools are unable or unwilling to coordinate transition dates in order to reduce impact upon primary education.</b></p> <p>NC added that more children in Gosport are moving to schools in Fareham, which brought more schools into the equation.</p> <p><b>Governor asked if it is worth discussing these arrangements in the cluster?</b></p>	

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	<p>HoS explained that it was on the agenda.</p> <p>NC continued the discussion by advising that this seemed a wider issue and should be raised.</p> <p><b>Governor showed concern that Bridgemary is the main secondary school that they feed into and it is still unsatisfactory.</b></p> <p>EHT explained that unfortunately for Bridgemary she knows that this is due to circumstances beyond their control and they are not solely to blame.</p> <p>HoS then went onto explain other transition arrangements which included:</p> <ul style="list-style-type: none"> <li>- Windscreen approach – tracking achieved from emerging to secure in Year R and across the school</li> <li>- Pupil conferences to feed into the new transition.</li> <li>- Specifically, for SEN the domain tracker to track ARE progress.</li> </ul> <p><b>Governor asked if they had the teachers allocated for the year?</b></p> <p>There will be three pupils with EHCPs starting in year R who will need one to one support. Therefore there is a decision to be made around whether or not to recruit another LSA.</p> <p>HoS explained she would like to have two year 5 classes and two year 6 classes. However they are in the process of recruiting for another teacher but the closing date is not until June 30<sup>th</sup>. If one is not recruited it could be year 5, year 5/6 and year 6 classes.</p> <p><b>Governor asked how this would work?</b></p> <p>HoS explained the middle year 5s and the middle year 6 performers would form the year 5/6 class. This is not ideal though. The other solution would be to have the three classrooms but have separate sessions for groups.</p> <p>EHT added that this then causes disruption when those children return back to the classroom in the afternoon. HoS pointed out that this year group were used to it as this is the same format which has been used in the Year4/5 this year.</p> <p>EHT handed out the staff structure for the new school year to Governors. EHT explained it was a work in progress.</p>	
<p>9.</p> <p>9.1</p>	<p><b>Discuss focus for SI committee</b></p>	

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### Head of School Report/Ofsted Report

The chair suggested that the committee discuss the Head of School Report – and the OFSTED Report as they coincide.

A governor had submitted questions in advance and these were to be covered first.

**Governor question- In your “Next steps to address these areas” you refer to the LSA training programme becoming more bespoke, ensuring that those LSAs who require support will receive it. However, you do not make any reference to how you will ensure that teachers who fall into this category will be supported and their needs addressed. How will this be done?**

HoS explained that teachers have formal observations. There are also learning walks to support these teachers. The Ofsted feedback they received was where in one lesson an unqualified teacher was teaching phonics with an LSA and some of the learning was missed. This helps identify there could be knowledge gaps. Where weakness in subject knowledge is identified, support is offered. In addition to this there are buddy walks and lesson study reports to help support.

**Governor question- Leading on from that, how do you identify weaknesses in subject knowledge in both teachers and LSAs?**

EHT responded that the school has a lot in place but some responsibility has to be on the staff for identifying their own knowledge weakness.

HoS explains that a lot of her focus now is the unqualified and NQT teachers. The school is offering additional support to those NQT teachers moving into RQT status next year.

HoS added that she has also been creative with the CPD giving the teachers different learning opportunities.

NC asked do you do a schedule of the CPD and what is on offer? If you do it shows the teachers just how much support they are getting. HoS said she would

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<p>9.2</p>	<p>take this on board.</p> <p><b>Governor question - Is there an increasing weakness in subject knowledge among NQTs? If that is the case, if there is a problem with the level of knowledge possessed by new teachers who have passed their training qualifications, is there a body to whom we can address our concerns?</b></p> <p>HoS explained that this year the school took on three SCITT students. However only two are still working at the school. HoS has found with NQTs that the knowledge on planning a lesson is sometimes not there. HoS is part of the SCITT training committee and as such has taken her concerns back to the committee. Now planning and assessment training is a key part of the SCITT training. The governors and committee members then discussed the standard of non-SCITT graduates appointed to teaching roles and as to whether this should be a matter of concern at LA level.</p> <p><b>Governor asked are the Ofsted recommendations identifiable in the SIP?</b></p> <p>EHT explained she had put in the exact wording to help monitor progress.</p> <p>HoS added that they have just successfully passed year 2 moderation. This was assessed by Hampshire County Council. Governors were pleased with this and congratulated HoS.</p> <p>HoS then went onto explain that the results would soon be finalised for year 1 Phonics testing but they are expecting a drop to 62-65%.</p> <p>EHT added that the schools NQTs were moderated and the NQTs spoke strongly about the support they had received. The moderators in school were graded as strong. Governors congratulated HoS.</p> <p><b>School improvement plan</b></p> <p>NC asked why the SIP was over one year, when they had two years before they would be re assessed. The school should be working to improve in four terms and then embedding in the last two terms.</p>	
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<p>9.3</p>	<p>EHT anticipated that it wouldn't take two years which is why it was based on one. EHT will consider making amendments from the advice given by NC.</p> <p>NC asked the EHT to consider showing graduations of RAG on the plan.</p> <p>EHT explained that this was still a draft and needed the end of year data to finalise it.</p> <p><b>Phase 3 data</b></p> <p><b>Governor questioned the data for year 6 and how the data was represented.</b></p> <p>HoS explained to the Governors what the different sections meant.</p> <p><b>Governor said that we are always quite close with some figures but don't quite get there.</b></p> <p>HoS explained that this data has flagged that beyond children are secure in M1 but not in M3 and this needs to be looked at.</p> <p><b>Governor commented that there were not many children who were exceeding.</b></p> <p>HoS explained that they wanted to get as many as possible to ARE. Recent training regarding the use of the exceeding or beyond grading has resulted a closer look at which children could be graded as exceeding. Phase leaders are discussing what it means to be beyond at their next meeting. More work needs to be done with teachers to understand why high performers are not being marked as beyond.</p> <p><b>Governor commented that year 2 looks good but year three does not look a positive picture.</b></p> <p>HoS explained that this is to do with the changes to the level and requirements of the curriculum. The expectation is that children will continue to make the same level of progress although it doesn't take into account the transition from Year 2 to Year 3.</p> <p><b>Governor asked why year 5 boys were performing better than year 5 girls?</b></p> <p>HoS said that the concepts were more boy focused and this had had an impact.</p> <p>EHT added that there is an element of cohort specific issues but that is why targets are needed. They will continue to monitor by pupil numbers and not</p>	
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<p>9.4</p>	<p>percentages as this shows a clearer picture.</p> <p><b>Governance Review Action Plan</b></p> <p>JH explained that one of the Governors, Aimie Williams is doing work on a training analysis. She will then be identifying what skill gaps there are.</p> <p>It was also discussed that Kelly Lethbridge will take on pupil premium Governor for both schools.</p> <p>The chair explained that the process will be that Kelly will inform the SIC.</p> <p>EHT agreed and added that Kelly should analyse the data for pupil premium and feed this back to SICs.</p> <p>JH then went on to confirm that there is a Policy Working Party in place to review the policies. Isobel Wood and Graeme Beggs as Parent Governors will attend school events. EHT explained that Governors should be using the calendar on the website to see future events.</p> <p>The chair asked if the Governors could have a lanyard so that they could be recognised as Governors. This was agreed.</p>	
<p>10.</p>	<p><b>Discuss and develop Governor monitoring plan and visits</b></p> <p>The chair explained that we now have a new visit form.</p> <p>EHT advised Governors that there would need to be a set Governor to monitor English, Maths and Curriculum.</p> <p>It was decided as JH was the SEN Governor that these roles should be shared amongst other Governors.</p> <p>The chair agreed to take on the role for English. AF will be soon be leaving so the Maths role could go to the Governor that takes her place. It was also decided to ask MW if he would take on Curriculum.</p> <p>EHT explained that it was important now to secure dates for when monitoring visits would take place. Discussion was held on what visit should take place in which term. EHT will issue this list to all Governors after the meeting.</p> <p>EHT added that it would be worthwhile asking children where possible about</p>	<p>Add Governors roles on the Bedenham agenda. Clerk</p> <p>Type up</p>

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	British Values and assessing their knowledge. EHT told Governors that HoS was now a Home office Prevent Officer and the Governors congratulated HoS.	and issue Gov. Visit plan. EHT
11.	<p><b>Points to feedback to Chair of Governors/EHT</b></p> <p>It was agreed that the chair would write a summary report and feed back to the Chair of Governors. This will be a regular procedure, with reports presented following each school improvement committee meeting.</p>	<b>Chair</b>
12.	<p><b>Any agreed urgent business</b></p> <p>None</p>	
13.	<p><b>Confirm dates of next meeting</b></p> <p>JH explained that she was finalising dates for the new school year. The next date for this SIC will be 9<sup>th</sup> October but this will be confirmed.</p>	
14.	<p><b>Items for next meeting to be discussed</b></p> <p>It was agreed that the following would be standard agenda items:</p> <ul style="list-style-type: none"> <li>- Report from HT</li> <li>- SIP</li> <li>- Governance Review</li> <li>- Governing monitoring visits.</li> </ul> <p>EHT suggested that each meeting has a themed approach and that the next meeting could be on the Curriculum, such as how has it been constructed, what it looks like. There could also be example books to look at the end of the meeting.</p> <p>In addition to this it was agreed the next meeting should also look at phase 4 data.</p> <p>At the end of the meeting Governors were invited to look at case studies which LG (SENCO) had bought in to see the work that the children were doing. All Governors were keen to look at the books and noted the progress being made.</p> <p>The meeting closed at 8.10pm.</p>	

**Agreed action points from the meeting**

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Action Number	Agenda reference	Action Required	Who By
1	2	Update TOR's	JH
2	6	Add Governors roles on the Bedenham agenda	Clerk
3	10	Type up and issue Gov. Visit plan.	EHT
4	11	Write report to FGB Chair	Chair

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