



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 25TH APRIL 2016 AT 6PM**  
Held at Holbrook Primary School

**Present:**

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

**In attendance:**

J Dunn (Clerk)	Local Authority Clerk
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**Apologies:** None

**Quorum** Present (3 required)

AGENDA NUMBER		ACTION POINTS
1.	<b>Welcome and Apologies for Absence:</b> The chair welcomed everyone and started the meeting at 6pm. The chair confirmed that all committee members were present and declared a quorum.	
2.	<b>Declarations of Pecuniary Interests:</b> No additional declarations were declared.	
3.	<b>Agree Any Urgent Business:</b> No items were requested.	
4.	<b>Writing Moderation Task Year 6:</b> The chair confirmed that six sets of writing examples from Year 6 had been previously circulated together with the end of Key Stage 2 (KS2) statutory assessment sheet and word list. The EHT checked that all governors had had the opportunity to review the documents; this was confirmed.  The governors paired up with a member of staff and were asked to review the writing against the assessment sheets and determine if they felt the child they were reviewing was working towards age related expectations (ARE), meeting ARE or exceeding ARE.  The governors spent time reviewing the documents then reconvened to discuss their findings. Points raised in the discussion included: <ul style="list-style-type: none"> <li>The governor assessments agreed with the teacher</li> </ul>	

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	<p>assessments.</p> <ul style="list-style-type: none"><li>• Teachers are looking for a balance, not every piece of work needs to tick every box.</li><li>• It can be hard to find the evidence and takes a lot of time and hard work.</li><li>• How independent is the work and should the learning intentions be so specific ?</li><li>• Handwriting does not have to be correct to reach ARE, but needs to be of a good standard to exceed ARE.</li><li>• The teachers are setting tasks that will allow the children to provide evidence for ARE. This leads to a concern that the writing may not flow as well as it should.</li><li>• The children have to be able to spell most words and they are allowed to have a word bank in front of them. For independent work, teachers can ask children to review their spellings generally, but are not allowed to direct them towards correcting any specific spelling errors.</li><li>• The expectations have increased significantly for Year 6 this year.</li></ul> <p><b>Governor questions to the EHT:</b></p> <p><b>Do all the assessment boxes have equal weighting?</b> Yes. Once you have 2-3 ticks against seeing something done correctly that is sufficient, even if you also see evidence of things being used incorrectly as well.</p> <p><b>Am I correct in thinking that in Years 3/4 they have to be able to spell most words correctly, but in years 5/6 it is not so stringent?</b> There are word lists for Year 3 &amp; 4 and Years 5 &amp; 6. The expectation is that by the end of Year 6 children are spelling the Year 3 / 4 words correctly the vast majority of the time whilst they are spelling the Year 5 / 6 words sometimes correctly. Children are allowed to have access to word banks etc.</p> <p><b>Is the aim to get the children using grammar correctly?</b> Ultimately they will be able to do this more naturally as they are learning throughout the school. This year is a bit different for the current year 6, as the expectations have significantly increased and they have to learn a lot more in one year. For some of the higher elements of the grammar and punctuation the expectation is that the children are experimenting with their use so for example they might use semi-colons sometimes correctly BUT they might also have semi-colons used incorrectly in a piece of work.</p> <p><b>I know you have had a number of visits from local secondary schools, what continuity is there in grammar from year 6 onwards?</b> It appears to be comparable to what the children are doing at GCSE level and I think this is where the focus needs to be for secondary schools next year. You can see that the year 6 children are still experimenting.</p>	
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	<p><b>How much more evidence should there be for children above ARE?</b> You need a range of evidence and at least 2 should show changes in formality, for example a story in which a character writes a formal letter.</p> <p><b>How independent is the work when it is very clear what they have to do?</b> I agree that it does raise the question about whether we should be writing down the learning intentions and if we do, can we use them as independent writing? It needs to be clearer and I will look at this with the senior leadership team.</p> <p><b>All spelling errors do not appear to have been picked up?</b> Staff are asked not to pick up every spelling mistake, although there is differing guidance on that.</p> <p><b>Do you think the emphasis on evidencing the assessment statements and grammar is stopping the children from being creative?</b> There is a view that you let them be creative first and then they correct, but for some children this editing process is very difficult.</p> <p>The EHT thanked the governors for participating in the moderation exercise and explained that the assessment expectations will change again next year and that they continue to receive mixed guidance on how to moderate for this year.</p> <p>The chair thanked the EHT for arranging the activity, the session had been extremely interesting and given the governors good evidence of moderation in practice.</p>	
<p>5.</p>	<p><b>Governor Monitoring of the School Improvement Plan:</b></p> <p>The chair confirmed that visit report forms had been previously circulated for:</p> <ul style="list-style-type: none"> <li>• Guided reading LD 29<sup>th</sup> February 2016</li> <li>• Year 6 mentoring session and parental engagement LD 23<sup>rd</sup> February 2016</li> <li>• Year 2 and Year 6 lesson observation and evaluation of the marking policy KL 12<sup>th</sup> April 2016</li> </ul> <p>The chair thanked the governors for their reports.</p> <p>The clerk tabled a spreadsheet to track actions from visits and a revised visit pro forma for the governors' consideration. The clerk confirmed that she is completing the spreadsheet on receipt of visit forms and will circulate this prior to meetings going forward. The committee discussed the spreadsheet and agreed that the committee will review all monitoring in the last FGB meeting of the academic year with a view to informing the next school improvement plan (SIP). The clerk was asked to add a box on the visit pro forma, to indicate if the visit is following up previous agreed actions.</p> <p>The governors spent some time reviewing the monitoring plan which</p>	<p>Add previous actions box to visit pro forma and circulate new form and actions spreadsheet to all governors (clerk)</p>

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	<p>had been previously circulated and agreeing future visits. The chair confirmed that the Year 6 moderation had been completed in today's meeting. GC confirmed that following the resignation of a governor, he would be covering the Special Educational Needs (SEN) governor role until the end of the academic year.</p> <p><u>Summer 1/2:</u></p> <ul style="list-style-type: none"> <li>• Early Years (EY) follow up visit to Bedenham to look at Good Level of Development (GLD) data and interventions, Tapestry, learning environment and guided tour – JH and/or LN. A date to be agreed by half term.</li> <li>• Safeguarding and evaluation of the behaviour policy – LD with ZD and CW, focus to be agreed by half term.</li> <li>• Data working party to review phase 3 data and report to summer 2 FGB. CL, KL, JH and CW</li> <li>• Pupil premium with case studies to be reviewed within the next committee meeting.</li> <li>• Health and Safety (H&amp;S), SEN and Pupil Premium summer 2 – GC and KL.</li> </ul> <p>The committee agreed that the SIP should be reviewed in the last FGB meeting of the academic year together with a three year plan from 2016/17.</p> <p>The EHT highlighted the school events coming up and asked for governors to let her know if they can attend any, including Golden Lunch at Bedenham on Thursdays. These are all documented on the school web sites. Governors were asked to ensure they complete a visit pro forma for all visits.</p>	
<p><b>6.</b></p> <p><b>6.a</b></p> <p><b>6.b</b></p>	<p><b>Minutes of the Previous Meeting 29<sup>th</sup> February 2016:</b> Previously circulated.</p> <p><b>Approval:</b> The minutes were unanimously approved as a true record and signed by the chair.</p> <p><b>Matters Arising:</b></p> <p><b>Action 20, agenda item 6:</b> GC confirmed that he had circulated the updated monitoring plan as requested.</p> <p><b>Action 21, agenda item 6:</b> The chair confirmed that the EHT had circulated the Year 6 writing samples and assessment guide prior to the meeting as requested.</p> <p>There were no further matters arising from the minutes, not already covered on the agenda.</p>	
<p><b>7.</b></p>	<p><b>Any Other Agreed Urgent Business:</b> None.</p>	

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8.	<p><b>Confirm Date of Next Meeting:</b> The chair confirmed that the next meeting will be held at Bedenham School on the 13<sup>th</sup> June 2016 at 5pm in order to meet the school council.</p>	Invite school council representatives to the next meeting (ZD/CW)
9.	<p><b>Items for Next Meeting:</b> The committee agreed:</p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Pupil Premium including case studies</li> <li>• School Improvement Plan review</li> </ul> <p>The chair thanked the governors for their attendance and input and closed the meeting at 7.45pm.</p>	

**Agreed action points from the meeting**

Action Number	Agenda item	Action Required	Responsibility	Completed
22	5	Add previous actions box to visit pro forma and circulate new form and actions spreadsheet to all governors	Clerk	completed
23	8	Invite school council representatives to the next meeting	ZD & CW	completed

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Date: 13<sup>th</sup> June 2016