



The Federation of Bedenham & Holbrook Primary Schools

## Minutes of the Bedenham School Improvement Committee Meeting

2nd July 2018

5pm

Held at Bedenham Primary School

**Present:**

T Potter (EHT)	Executive Head teacher
C Wood (HoS)	HOS Bedenham Associate Member
A Williams (AW)	Co-opted Governor (chair)
C Landon (CL)	Co-opted Governor (vice chair)
S Reed (SR)	Co-opted Governor
R. Dickson (RD)	Co-opted Governor
T Scantlebury (TS)	Parent Governor (Arrived 5.12pm)

**In attendance:** C Harman (CH)  
J Goble (JG)

Local Authority Clerk  
Co-opted Governor

**Apologies:** K Lethbridge (KL)

Local Authority Governor

**Absent:** None

**GOVERNORS KEY ROLES:** Support and Challenge

**Quorum:** Present:3 required

Agenda		ACTION POINTS
1	<p><b>Welcome and Apologies for Absence:</b> The chair opened the meeting at 5.00pm.</p> <p>Apologies were received and accepted for KL. There were no apologies from TS, but she arrived at 5:12pm running late.</p> <p>The clerk declared a quorum.</p>	
2.	<p><b>Declarations of Pecuniary Interests:</b> None</p>	
3.	<p><b>Agree Any Urgent Business:</b> EHT had two points she wanted to raise during this section.</p>	

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<p><b>4</b></p>	<p><b>HoS report</b></p> <p>HoS explained that since she wrote the report there has been another exclusion which takes it up to 39 sessions. This recent incident happened with a girl in the resource provision who was sent to the quiet room for bad behaviour and who then escalated and became violent and racial.</p> <p><b>Governor asked what year group she was in?</b></p> <p>HoS said year 4 going into year 5.</p> <p><b>Governor asked is the child correctly placed?</b></p> <p>HoS said that she didn't believe she was.</p> <p><b>Governor stressed that the school should be able to say that the child is not safe for other children. It is a matter of safety and the Governors and the school cannot risk a child or member of staff getting injured.</b></p> <p>EHT explained that there have been various outreach departments that have been to see the child and they have been unable to advise what should be done for the child. The school cannot meet her needs now. The class teacher says that he believes he hasn't delivered structured lessons due to this child.</p> <p><b>Governors felt strongly that they have a duty of care, as well to the class teacher because it will be impacting his performance management.</b></p> <p>EHT said the school has reported this to SEN and the only solution she can see is a permanent exclusion. But she is concerned that county will say she has an EHCP and the school has no choice. The child is currently due to have a 1:1 as they move into year 5.</p> <p><b>Governors would like to be kept updated with the situation.</b></p> <p>HoS then explained that the SIP has been reviewed and there are areas of yellow because these are on-going and not completed. Some may go in to SIP next year to be fully imbedded.</p> <p><b>Governor asked what was happening with the actions still in red?</b></p>	
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HoS said that some of the red areas have not been started for various reasons. She elaborated on a couple of items.

EHT, CW and Zoe Dudley are writing a new SIP for the new school year, they are triangulating all the work with HIAS, Governors etc. EHTs Federation strategy plan is going all the way through.

**Governor commented that there is still a lot outstanding around SEN?**

EHT and HoS explained that is because this is an area which we are constantly seeking to improve as we wish these children to make more rapid progress, but some children have real barriers to their learning.

TS arrives at 5:12pm.

HoS told Governors that the school have started the Y6 process for the current Y5 children much earlier. This includes booster groups in maths (there are a sticky group of PP children who have yet to make the progress we wanted for them) and the Y6 teachers are already spending time in Y5 classes getting to know the children well. Today there was a whole school session of moderation where the current teacher and the new class teacher meet to discuss the children and agree their capabilities. Year 5 and 6 have had a robust discussion about this and the new teachers have a firm understanding and plan for the start of the new year. For example, the Y5 children are technically good at writing but the fluency and composition aspect need to be drawn out.

EHT added that this time last year the quality of writing for year 5 was much lower so we are hoping for even better results at ends of KS2 than the 78% this year.

**Governor asked why the writing was not as fluent, was it down to the cohort or the teaching?**

Staff Governor answered that now they are looking for more effective composition, which is why it needs to be fluent.

HoS said the plan is to get rid of Big Writes and add in weekly site of application pieces of writing at the end of a journey. This is an independent piece which allows the teacher to see next steps and for the child's understanding of writing to be shown without support.

**Governor asked does that include cross curricular writing?**

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HoS said yes and staff are aware that it is a big priority for next year with the focus around Geography and History. They have already understood the importance of this and have this in their sights for next academic year.

HoS went onto penalty notices and explained there are now 4 penalty notices, 2 which are unpaid, and this has progressed to the Attendance Legal Panel.

**Governor asked the HoS to explain the new signing in late children system?**

HoS said that the school is keeping a much better record of children arriving late. All children must go through reception, so one person on the reception is signing them in. It is a more reliable and robust method. The previous record would now be considered a breach against GDPR as children's names could be viewed by parents in the signing in sheets, so this has been rectified.

**Governor asked what happens to those children who are consistently late?**

HoS has a meeting with the Home School Link Worker and they both look at the lates. Persistent absence gets followed with letters that get harsher. Support is offered first.

EHT added that if the child is late after the register this goes down as an unauthorised absence. 10 of these will trigger a fine.

HoS said that it could be that the child wants to come to school but they just can't, so the school tries to be supportive. Children often try to get themselves to school when the parent is unable to.

### **Data**

HoS pointed out to Governors that the gap closes the higher you go up in the school. In year 6 the writing gap is 0 and in Maths just 3%. A lot of effort is going into year 6 but this will be rolled out to the rest of the school next academic year using the strategies we have rehearsed with Y6.

**Governor asked if year 5 was a difficult cohort as it had big gaps?**

EHT said they were the most challenging.

HoS explained that they have prepared for the current year 4 moving into year 5. There are no behavioural issues with this group but there are a group of girls

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with a strong relationship that can fall out and argue. There was concerns about putting them all together. However, she has decided it will be one class of 37 with three teachers (2 that will job share) and 1 HLTA. Two teachers will work 4 days, Monday – Thursday and on Friday one teacher and the HLTA will teach. One of the teachers is the English Lead. It will mean that the teachers could split the class into groups for specific tasks and activities. Two classrooms will open and form one big classroom.

**Governor asked if this English Lead would teach all the English?**

HoS said not necessarily, all though they will do the planning. She believes that some of the parents may have concerns and she will organise a drop-in session and invite them to discuss. It will be exciting though to watch this group develop.

**Governor asked what will happen with the English Leads role in the rest of the school will they be released?**

HoS said that they have built in time already, the HLTA will be covering as well as the sports coach. It has been planned in better this year.

**Governor asked with regards to the year 4 gap in Maths, are there plans to close it?**

HoS said the plan is to push Maths, English and guided reading as well as year 4 doing booster groups.

EHT said that the LLP will be meeting with specific year leaders to discuss the gaps. They will be looking at books and deciding what needs to be done in the first term to close the gap. The school will also be doing high impact teacher plans for those on the cusp.

**Governor commented that it is a difficult upper KS2 group, especially year 5?**

HoS said that it is ongoing, and they have recently done Maths testing, which has marked an increase in Maths. However, writing has gone down.

**Staff Governor said that test-based test is something to be cautious over as they mark children higher.**

**Governor asked if the HoS was still supporting in the Maths planning and teaching?**

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HoS said she is no longer doing that and the Maths is being supported by the Maths lead. This leads her to do more walking and observations around the school.

EHT said that she is encouraging (with year 2 moving to Y3) keeping momentum next year. The cohort is even better than in the data just given to Governors, and greater depth is high. There are 34 children in year 2 and some will move to year 3. However, EHT intends to split year 4, to a year 4 group and a year 3 / 4 group. This means the children not working at ARE in year 2, going to year 3 will move to year 3 / 4. The NQT teacher in year 3 has been working with year 2 class for some time as part of the transition process so knows and understands individual children's needs before she takes them on in September.

**Governor asked is the success of year 2 down to the quality of teaching and learning?**

HoS said yes. She added that she needs to be telling Governors more about the strengths and celebrations, instead of just the priorities so will aim to do so. Y2 is a big success story this year.

Year 1 remains a worry, with 30% of the class being SEN and 5 EAL. They have not made the progress that was expected. RT will look at supporting these children as their teacher and phase leader, so she will be targeting specific needs.

**Governor asked what the numbers are for year R?**

HoS said it was confirmed at 33.

**Governor asked are there any children with needs in this group?**

EHT said three require 1:1. They have 2 now and will look to employ another.

GLD is at 68%, year 1 phonics is 62% which is a significant drop, year 2 are high above national and they are awaiting the SAT results.

HoS added she has completed a health and safety walk, a health and safety termly report and a safeguarding report.

Governor brought to the attention of the body a safeguarding incident where a child was absent from school for a specific reason that ended badly. There was

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	<p>triangulation approach to this. Therefore, there is a need for the school to take responsibility regarding absence as there could be safeguarding issues.</p> <p>HoS said that if the child was absent for several days they would always follow up and report to the police if necessary.</p> <p><b>Impact of Pupil Premium</b> Will discuss further once it gets to the end of the year. High impact training has become part of the strategy.</p> <p><b>Sports funding</b> The school believes they are getting the same amount and will be using this for sports coaches etc, the school will also be going for the gold quality mark again.</p> <p><b>Progress from Ofsted reports</b> Ofsted reports indicate:</p> <ul style="list-style-type: none"> <li>- SEN is better tracked</li> <li>- Development for disadvantaged will come out in the end of year results</li> <li>- Leadership team, including middle leaders are becoming more effective.</li> </ul>	
5	<p><b>LLPR</b></p> <p>EHT confirmed that the reports have just come out and EHT is challenging them.</p> <p>The actions from the report are:</p> <ol style="list-style-type: none"> <li>1) Increase the proportion of teaching that is good or better by empowering every teacher to: successfully challenge higher attaining pupils to work at greater depth; Ensure formative assessment does consistently impact on progress within lessons and across sequences of lessons; Make productive use of accurate assessments to secure stronger progress for those pupils that are at risk of underachieving.</li> <li>2) Inclusion leaders monitor and support teachers to accelerate and evidence the progress of disadvantaged pupils and pupils with SEN, particularly those who are capable of achieving more.</li> <li>3) Fully embed, and evidence in books in all cohorts, the core pedagogical approaches that are increasingly consistent and effective in engaging pupils to secure and deepen their learning.</li> <li>4) Identify improvement priorities for 2018/19 based on accurate analysis, set clear success criteria, actions, accountabilities and explicit milestones</li> </ol>	

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	<p>that will lead to more pupils to meet or exceed expected standards in reading, writing and mathematics.</p> <p>5) Executive headteacher to evidence to governors; How stronger teaching is leading to stronger outcomes, - the impact of professional development for leaders- the impact of leaders' actions in securing stronger outcomes in terms of data and evidence in books- impact in securing and sustaining strategic improvements that constructively build on and enhance the ethos of Bedenham primary School.</p> <p>Some of the wording used in the report EHT is not happy with, they include:</p> <ul style="list-style-type: none"> <li>- In Bedenham it says they are is “a high risk that 2018 results will not be high enough” and it doesn’t say this in Holbrook. However, the data is no different for both schools.</li> <li>- In Holbrook it states “unrelented progress against chasing attendance “but in Bedenham’s it says the school needs to be doing this. But Bedenham already is.</li> </ul> <p>There were lots of positives but EHT will not send out the report until she has received a response on the challenge.</p> <p>Governor said during the review the LLP only wanted to speak to Governors about Bedenham which suggests they believed there was a higher risk with this school.</p>	
<p><b>6.</b></p>	<p><b>Visits and Monitoring</b></p> <p>JG said that the Governor’s action plan is nearly complete. This will be ready for the next FGB and will start from September. She has been supporting RD and TS in their monitoring as well.</p> <p>EHT said that she had two parents who were interested in being Governors, who she hopes will start in September.</p> <p><b>Impact of policies</b></p> <p>HoS said the safeguarding policy will be reviewed in September. The behaviour policy and data protection policies will go to FGB. It was agreed that Graham Cull should work with HoS on the safeguarding policy.</p> <p><b>Governor asked how could it be made easier for Governors to access policies if they are to relate them to their visit?</b></p>	<p><b>Look further</b></p>

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	<p>EHT said it will be easier with the new website as they will all be on the secure area for Governors.</p> <p>She suggested that Governors should, when they visited, note if what they see impacts a policy. For example, if a Governor notices good behaviour mark it down on the visit form, linking it with the behaviour policy.</p> <p><b>Governor was concerned that they would not know the policy details in full to do this.</b></p> <p>JG will investigate this further to see how EHTs request could be included in the visit form.</p>	<p>into impact of policies on visit forms - JG</p>																												
<p>7.</p>	<p><b>Minutes of Previous FGB Meeting 30<sup>th</sup> April 2018</b></p> <p>Some of the amendments the HoS made were not reflected on the draft copy. Clerk will investigate and bring the minutes to the next FGB for approval.</p> <p>a) Matters Arising and Actions Agreed</p> <table border="1" data-bbox="279 1061 1193 1778"> <thead> <tr> <th>Action Number</th> <th>Agenda reference</th> <th>Action Required</th> <th>Who By</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>6</td> <td>Set data working party date</td> <td>EHT – Carry forward – recommendati on not to come from FGB.</td> </tr> <tr> <td>19</td> <td>7</td> <td>Review impact of feedback and marking policy</td> <td>JG - Complete</td> </tr> <tr> <td>20</td> <td>11</td> <td>Send anonymised TIP for year 5 to Govs</td> <td>EHT - Complete</td> </tr> <tr> <td>21</td> <td>6</td> <td>Show Governors action plan to county in strategy meeting</td> <td>EHT- Complete</td> </tr> <tr> <td>22</td> <td>6</td> <td>Review action plan and come up with comprehensive timetable</td> <td>JH and JG – Complete</td> </tr> <tr> <td>23</td> <td>6</td> <td>Book in bespoke WGBT</td> <td>AW - Waiting to agree at FGB</td> </tr> </tbody> </table>	Action Number	Agenda reference	Action Required	Who By	17	6	Set data working party date	EHT – Carry forward – recommendati on not to come from FGB.	19	7	Review impact of feedback and marking policy	JG - Complete	20	11	Send anonymised TIP for year 5 to Govs	EHT - Complete	21	6	Show Governors action plan to county in strategy meeting	EHT- Complete	22	6	Review action plan and come up with comprehensive timetable	JH and JG – Complete	23	6	Book in bespoke WGBT	AW - Waiting to agree at FGB	<p>Look in problem with minutes and add to next FGB for approval - Clerk</p>
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<p>8.</p>	<p><b>Any agreed urgent business</b></p> <p>EHT has already told Governors about potentially 2 new Governors. She added that the site manager will be leaving. The two site assistants will be able to</p>																													

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	<p>manage and will undergo further training. The site manager has already done a maintenance plan for the next 5 years.</p> <p><b>Governor asked would the site assistants be job sharing?</b></p> <p>EHT said they will have their own school but will cover for when the other one is off. One is off for most of December, so the site manager has put a plan in place for this.</p> <p><b>Governor asked who would be covering the strategic planning?</b></p> <p>EHT said it would be her and the HoS.</p> <p><b>Governor asked would this give the Federation a saving?</b></p> <p>EHT said yes, it is more hours, but the job profile is for a caretaker not site manager.</p>	
<b>9.</b>	<p><b>Impact of this meeting</b></p> <p>Governors decided that they felt the HoS report and the SIP has given them valuable information and shows them the next steps.</p>	
<b>10.</b>	<p><b>Items for Next Bedenham SIC meeting TBC</b></p>	

**Agreed action points from the meeting**

<b>Action Number</b>	<b>Agenda reference</b>	<b>Action Required</b>	<b>Who By</b>
24	6	Look further into impact of policies on visit forms	JG
25	7	Look in problem with minutes and add to next FGB for approval	Clerk

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