



The Federation of Bedenham & Holbrook Primary Schools

**MINUTES OF THE FULL GOVERNING BODY MEETING OF THE FEDERATION OF  
BEDENHAM AND HOLBROOK PRIMARY SCHOOLS  
HELD ON MONDAY 8TH FEBRUARY 2016 AT 6PM**

Held at Holbrook Primary School

**Present:**

T Potter (EHT)	Executive Headteacher
S Reed (SR)	Co-opted Governor
L Newman (LN)	Co-opted Governor
J Heath (JH)	Co-opted Governor
A Foice (AF)	Staff Governor
L Dovell (LD)	Co-opted Governor
G Cull (GC)	CHAIR, Authority Governor
C Storey (CS)	Parent Governor (Bedenham)
K Lethbridge (KL)	Co-opted Governor
I Wood (IW)	Parent Governor (Holbrook)

**In attendance:**

J Dunn (Clerk)	Local Authority Clerk
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**Apologies:**

C Landon (CL)	Co-opted Governor
Z Dudley (ZD)	HOS Holbrook Associate Member
C Wood (CW)	HOS Bedenham Associate Member
C Storey (CS)	Parent Governor (Bedenham)

**Quorum:** Present: 6 required

Agenda	ACTION POINTS
<p><b>1. Welcome and Apologies for Absence:</b> The chair welcomed everyone and started the meeting at 6pm. The chair confirmed that apologies had been received and accepted from C Storey, C Landon, C Wood and Z Dudley.</p> <p>A quorum was declared.</p>	
<p><b>2. Declarations of Pecuniary Interests:</b> The clerk declared an interest in agenda item 6.c due to working for Hampshire Governor Services. The chair asked the clerk to stay in the room for this item as it related to governor training, rather than clerking.</p>	
<p><b>3. Agree Any Urgent Business:</b> No items were requested.</p>	
<p><b>4. Executive Headteacher Verbal Report:</b></p> <p>The chair confirmed that the main focus of the FGB will be a monitoring and evaluation exercise prepared by the EHT.</p> <p>The EHT checked that all governors had read and understood the confidential draft external review report on Holbrook school that had been circulated</p>	

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The Federation of Bedenham & Holbrook Primary Schools

previously. The EHT explained that the report had been commissioned from an independent Hampshire Leadership and Learning Partner (LLP) Jane Wilson, to focus on the quality of teaching and learning, look at data and the Hampshire Assessment Model (HAM) and consider leadership. The feedback had been shared with the staff.

The EHT said that the LLP had concluded that, despite her observations indicating that behaviour throughout the school was now good, due to the focus upon previous behaviour issues in the school some inconsistency in the quality of teaching had been hidden and that although some support had already been offered, there was an urgent need for additional focussed support to be put into place. Data for Holbrook is more positive than previous years and a link to the new assessment criteria from the DfE had been circulated by the clerk earlier in the day. Governors will note that the floor targets for progress will not be known until after the summer 2016 tests, but the expectation is to see significant improvement in Holbrook Year 6.

The EHT explained that Carole Koerner, the school's LLP, had followed up with a visit to observe lessons not covered within the review and as a result they had come up with a tighter monitoring plan, individual plans for individual year groups, as well as some other adjustments to the school improvement plan (SIP).

The EHT tabled confidential packs for the governors which included:

- External review report including agreed actions.
- Action plans for each year group.
- Monitoring and Support overall and weekly plan foci with evidence.
- Summary findings from monitoring.
- Visit report from 2015-16 English adviser Hannah Satchel regarding a recent learning sweep.

The following discussion was confidential and is recorded on a separate document.

**Governor question to the EHT:**

**Is there anything that you feel we as governors should be doing?** Continue monitoring, challenging and looking for evidence of the impact, which is what will you will be doing today. This monitoring evidence will be placed in the evidence file.

The EHT asked the governors to pair up and consider the following areas of the action plan, reviewing plans and milestones and evidence from the various reports:

- a) Improving the quality of teaching through a programme of personalised support. Reviewing the SIP with a sharp focus on the improvement of teaching and learning and outcomes for children, including expected milestones.

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The Federation of Bedenham & Holbrook Primary Schools

- b) The use of staff development time and phase leader focus to improve task design, to ensure teaching supports outcomes. Improve planning through the development of teacher's understanding of the progression of skills and the use of assessment for learning (AFL). Continue to develop the learning journey through the development of the progression of skills and learning to a final outcome. Improve the deployment of learning support assistants (LSAs) to ensure all children make progress from their starting points in each lesson.
- c) Provide senior leadership team (SLT) support as per the special educational needs (SEN) advisor's recommendations. Develop the SLT monitoring cycle and the collation of evidence of impact and improvement.

The governors spent time in pairs with the EHT circulating to answer any questions. The governors reported back and discussed their findings.

English

**Governor questions to the EHT:**

**Do you feel that the key focus/objective in lessons is always sharp enough as defined by the critical learning?** The key critical steps within the learning journey has been an issue for some people and this is around subject knowledge. We are encouraging teachers to have one key objective for a lesson.

**What support are teachers getting if they need it to address subject knowledge?** R Tomkins is supporting Years 1 & 2 and across KS2 C Landon is supporting with Maths and J Stedman with English. We also have regular local authority support from Maths and English advisers and we provide a lot of internal support from the SLT.

**Why does it appear to be a bigger issue now?** There have been a lot of changes within English around vocabulary and grammar.

**Do you expect teachers to do their own homework to address this?** Yes, the information is available and we point people in the right direction.

**Have you seen a sustained improvement?** We can see evidence of improvement and will continue to monitor to ensure it is sustained.

Year 3/4 action plans impact and evaluation.

**Why are Year 3 / 4 now planning individually rather than team planning?** It became evident that with the differences in the makeup of the classes and the range of abilities, that the joint plans were not always applicable. Teachers now take ownership for the planning for their own class and their children's needs. The teachers have said that this works better for them.

**Are all the staff fully engaged in the changes and the actions you are putting in place?** The vast majority can see the benefits. There have been a lot of changes but they can see the reasons why.

**Could we be provided with an example of what good planning looks like?** Yes, I can provide that.

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	<p><u>Year 1.</u></p> <p><b>How has the support provided by R Tomkins impacted on the quality of teaching and learning?</b> Both Year 1 classes had observations last week. They are now bordering on good and I am confident that observations booked for tomorrow will be good.</p> <p><u>Quality of teaching and learning.</u></p> <p>The governors commented that they had been able to identify the personalised support referred to in Jane Wilson’s report and also its impact.</p> <p><b>Reviewing the SIP and the extra quality of teaching and outcomes for children documents; is that not already part of the SIP and are additional plans and reviews necessary?</b> We have put in layers of action plans sitting below the SIP key objectives and are leaving the overarching objectives in place which are still applicable. We are looking at the milestones and unpicking the data and domains to get reasonable targets.</p> <p><b>I understand the floor target is actually 65% moving up to 85% over time. Why have you set the initial target as 85%?</b> We have discussed this and believe we should not be “capping” the expectations.</p> <p><b>What external validation have you had to substantiate your findings?</b> We have had this from Hannah Satchel (county advisor), Jackie Clift (county advisor), Kim James (SEN county advisor), the LLP, external LLP and other county advisors coming in to check.</p> <p><b>Have they also validated your assessment of outcomes?</b> Yes.</p> <p><b>I notice that there is a budget for Gifted and Talented children set aside of £1,000 (one thousand pounds) at Bedenham but not at Holbrook, why is that?</b> It is not something I have considered and it is most likely due to the Gifted and Talented co-ordinator (GaTCo) at Bedenham asking for a specific budget whilst the Holbrook GaTCo is new. It is something we could look into.</p> <p>The governors commented that the exercise had been valuable as it not only enabled the identification of the challenges facing the school in elevating the consistent standards of teaching and learning but that they were also able to see where very clear progress had been made.</p> <p>The EHT said that she would send governors the SEN and Speech and Language provision report, but that governors should bear in mind that some of the assumptions within the report are incorrect. A governor who had seen the report was able to tell the other members that the report was misleading in that it made reference to the unavailability of certain data, when in fact that data was complete but was not made available due to the fact that the SENCO had a pre-planned absence that day and that it had been agreed that the focus of the inspection would concentrate upon the resource provision.</p> <p>There were no more questions from the governors and the chair thanked the EHT</p>	<p>Circulate SEN/provision (Holbrook) report (EHT)</p>
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	for preparing the documentation and arranging the monitoring session for the governors, which had been extremely useful.	
<b>5.</b>	<b>Finance:</b>	
<b>5.a</b>	<p><b>Approve Schools Financial Value Standard (SFVS) Annual Returns:</b> The chair confirmed that the completed SFVS returns had been previously circulated and checked that the governors had read and understood them.</p> <p><b>The SFVS returns for Bedenham Primary School and Holbrook Primary School 2015/16, were unanimously approved and signed by the chair of governors, for submission to county.</b></p>	
<b>6.</b>	<b>Governing Body Matters:</b>	
<b>6.a</b>	<p><b>Governor Monitoring Plan:</b> Previously circulated. The governors spent some time reviewing the plan and agreeing future monitoring activities. The following was agreed:</p> <ul style="list-style-type: none"> <li>• KL and LN to attend a parent's evening 24<sup>th</sup> February 2016 (either school).</li> <li>• JH to attend a spelling learning walk at Holbrook on the 12<sup>th</sup> February.</li> <li>• LD to attend a Holbrook Year 6 parent mentoring session (details to be confirmed with the HoS)</li> </ul> <p>JH asked that governors ensure they complete visit report forms and keep her up to date with planned visits.</p>	
<b>6.b</b>	<p><b>Discuss Governor Vacancies, Recruitment and Committee Membership:</b> The chair confirmed that there are currently four co-opted vacancies on the governing board (GB) and that G Lidgey had been disqualified for non-attendance for six months.</p> <p>The governors discussed the latest recruitment drive and explained who they had approached. It was noted that potential governors from Agile and a local trade union will be followed up by the chair . The chair thanked the governors for their efforts to date and requested they continue to look for new governors.</p> <p>The governors discussed current committee membership and the need to ensure that sufficient non-staff governors are in attendance to ensure quorums are present. No changes were made to the current format.</p>	
<b>6.c</b>	<p><b>Plan Expenditure for Governor Training and Decide Whether to Subscribe to Governor Services:</b> LN confirmed that the service level agreement (SLA) for training continues to be good value and a governor confirmed regular use of external e learning. The chair explained that the cost is not increasing for 2016/17 apart from an increase of approximately £50 (fifty pounds) for the external e-learning.</p> <p><b>The governors unanimously approved continuing with the Governor</b></p>	

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	<p><b>Services Training SLA including external e learning.</b></p> <p>LN asked the governors to ensure they provide apologies for absence for any training courses and confirmed that the whole governing body training session on Self Evaluation, will take place in the next financial year.</p>	
<p>7.</p>	<p><b>Special Educational Needs (SEN) Annual Information Report for Approval:</b> The EHT noted that the Inclusion Leaders had written a report for the last school improvement committee meeting and that annual reports will be written towards the end of this term</p>	<p>SEN annual information reports to be forwarded when they are completed (EHT)</p>
<p>8.</p>	<p><b>Safeguarding and The Prevent Duty:</b></p> <p><u>Safeguarding:</u> LD confirmed that she had had two meetings with the Designated Safeguarding Leads (DSL) at each school (C Wood and Z Dudley). The plan is to have termly meetings and regular feedback to the FGB from CW, ZD and LD. Overall she would confirm that the DSL role and safeguarding in general is covered very well in both schools, there is a lot to do and manage. LD confirmed the key points covered in her visits included:</p> <ul style="list-style-type: none"> <li>• The child protection policies are in place.</li> <li>• Children causing concern covered through – Bedenham monthly inclusion meetings with action plans made and Holbrook constant dialogue. The DSL's have sufficient time to do this.</li> <li>• All required and relevant information is recorded and filed confidentially.</li> <li>• Any children referred to children's services are logged correctly.</li> <li>• All staff hold a "concerns" folder and are responsible for informing the DSL. ZD also holds a file for "neglect".</li> <li>• The special educational needs co-ordinators (SENCOs) and relevant teachers in each school, have copies of any education, health and care plans (EHCPs).</li> <li>• All staff receive child protection training and both schools have tracking systems to ensure these are kept up to date.</li> <li>• Safer recruitment processes are in place and a checklist is used by both schools.</li> <li>• The annual safeguarding audits have been completed in both schools.</li> <li>• The single central record is up to date and stored confidentially and is completed for all staff, volunteers and governors.</li> <li>• Looked after children are identified and monitored.</li> <li>• Children on the child protection register are identified and monitored.</li> </ul> <p>LD confirmed that she had used a recommended checklist for her first meeting to look at generic areas around safeguarding. Future visits will focus on specific key areas.</p> <p>The chair thanked LD for her update.</p>	

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The Federation of Bedenham & Holbrook Primary Schools

	<p><u>The Prevent Duty:</u></p> <p><b>Governor questions to the EHT:</b></p> <p><b>Have all the staff at Holbrook now completed the Prevent Duty e learning?</b> There is one person left to complete this and they will be completing it this week. <b>I understand you have received an e mail recently regarding the Prevent Duty, please could you give more details?</b> I recently received an e mail from the Muslim Society criticising the Prevent Duty and saying that they felt that schools were targeting Islam and reporting children to Channel, being unfair and unrealistic. A governor said that it is actually aimed at stopping the radicalisation of vulnerable children and picking up on any suspicions, not necessarily reporting them.</p> <p>GC confirmed that he has been appointed by the Local Authority to the Children's Safeguarding Board. The governors congratulated GC on his appointment.</p> <p><b>Governor questions previously sent and answered by CW:</b></p> <p><b>Do our schools ensure that children are safe when accessing the internet at school and that appropriate and effective levels of filtering are in place?</b> The schools network is protected by HCC who have a set high level filter on internet searches and images. This is a very secure system. It is not entirely failsafe though and on very very rare occasions, we have had to call the IT desk and let them know of websites which have been inappropriate and accessed accidentally and they check these sites and block on the network immediately. Children are always monitored during internet activity in school. Teachers are very alert during internet activities. School teaches Esafety through the curriculum and invite parents in around January/February annually to update them and their children on the latest warnings regarding Esafety.</p> <p><b>Do we have a sentence within the school internet policy which refers to the identification of some websites including those which radicalise?</b> I am not entirely sure we can list every inappropriate website but it does state that there is a filter in place. It does not mention sites which may aid radicalisation so I will add this in.</p>	
<p>9.</p>	<p><b>Minutes of Previous FGB Meeting 7<sup>th</sup> December 2015:</b> The minutes had been previously circulated.</p> <p><b>Approval:</b> <u>Approval:</u> The minutes were unanimously approved as a true record and signed by the chair.</p> <p><b>Matters Arising:</b> <b>Agenda item 6.a.1:</b> JH confirmed that governors had updated her with completed and planned monitoring for the spring term. <b>Agenda item 6.a.2:</b> GC confirmed that he had attended the external review at</p>	

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The Federation of Bedenham & Holbrook Primary Schools

	<p>Holbrook.</p> <p><b>Agenda item 6.a.3:</b> LD confirmed that she will be attending a Year 6 mentoring evening instead of JH.</p> <p><b>Agenda item 6.c.1 and 2:</b> The chair confirmed that the GB self-evaluation form (SEF) is a spring 2 agenda item.</p> <p><b>Agenda item 6.c.3:</b> LN confirmed that she is arranging a whole governing body training session on GB self-evaluation for the spring 2 term.</p> <p><b>Agenda item 6.d:</b> JH confirmed that she has responded to the parent questionnaire in a governor newsletter as requested.</p> <p><b>Agenda item 6.e.1:</b> The chair confirmed that he had contacted G Lidgey to inform him that he had been disqualified as a governor at the Federation due to non-attendance as requested.</p> <p><b>Agenda item 6.e.2:</b> The chair thanked the governors for their efforts in recruiting new governors and said that he will follow up on the couple of potential candidates as soon as possible.</p> <p><b>Agenda item 6.f:</b> The chair confirmed that the GB had become a member of the National Governors Association (NGA) and all governors had been provided with signing in details.</p> <p><b>Agenda item 9:</b> The EHT confirmed that the old web sites had been removed for each school.</p> <p><b>Agenda item 10:</b> KL and LN confirmed they had completed the channel awareness e learning and the clerk was asked to forward this to IW for completion.</p> <p><b>Agenda item 11:</b> The clerk confirmed that financial skills form had been completed by IW. Generic skills forms are still required from GC, IW and CS.</p> <p><b>Agenda item 15.1:</b> LD confirmed that the jargon list had been compiled and circulated.</p> <p><b>Agenda item 15.2:</b> The EHT confirmed that CW had circulated the new Bedenham logo..</p> <p>There were no further matters arising not already covered on the agenda.</p>	<p>Send channel awareness link to IW for completing (clerk and IW)</p> <p>Skills forms (GC, CS and IW)</p>
<p><b>10.</b></p>	<p><b>Committee Minutes:</b></p>	
<p><b>10.a</b></p>	<p><b>School Improvement Committee Meeting 25<sup>th</sup> January 2016:</b> The minutes had been previously circulated. There were no questions from the governors.</p>	
<p><b>10.b</b></p>	<p><b>Resources and Finance Committee Meeting 18<sup>th</sup> January 2016:</b> The minutes had been previously circulated. There were no questions from the governors.</p>	
<p><b>11.</b></p>	<p><b>Correspondence:</b> The clerk drew the governors' attention to the following:</p> <ul style="list-style-type: none"> <li>• Governor and clerk newsletter Spring 2016</li> <li>• Gosport Educational Improvement Partnership (GEIP) governor workshop on Ofsted. Wednesday 9<sup>th</sup> March 6pm, St Vincent College.</li> <li>• DfE publication on Primary School Accountability in 2016</li> </ul>	
<p><b>12.</b></p>	<p><b>Any Other Agreed Urgent Business:</b></p>	

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The Federation of Bedenham & Holbrook Primary Schools

	None.	
13.	<p><b>Agree Date of Next Meeting:</b> The date of the next meeting was agreed as Monday 21<sup>st</sup> March 2016 at 6pm at <b>Bedenham</b> School.</p>	
14.	<p><b>Items for Next Meeting:</b> The following items were agreed:</p> <ul style="list-style-type: none"> <li>• EHT and HoS written reports</li> <li>• Receive report form the Resources committee on issues arising from strategic financial planning</li> <li>• Pupil premium and sports premium spending and impact review</li> <li>• Policies for approval</li> <li>• Prevent Duty/Safeguarding</li> <li>• GB self-evaluation/development plan</li> <li>• Governor training</li> </ul> <p>The chair thanked everyone for their attendance and input and closed the meeting at 8.10pm.</p>	

**Agreed action points from the meeting**

Agenda Item	Action Point	Responsibility
6.c (Dec 15)	<ol style="list-style-type: none"> <li>1. Send new GB SEF to GC and put on FGB agenda</li> <li>2. Circulate GB SEF for governor feedback</li> </ol>	Clerk GC
10 (Dec 15)	Complete channel e learning	IW
11 (Dec 15)	Send completed skills forms to the clerk	GC, CS, IW
4	Circulate SEN/provision (Holbrook) report	EHT
7	SEN annual information reports to be forwarded when they are completed	EHT

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