



The Federation of Bedenham & Holbrook Primary Schools

**Minutes of the Holbrook School Improvement Committee  
Meeting  
10th December 2018  
5pm  
Held at Holbrook Primary School**

**Present:**

G. Cutter (EHT)	Interim Executive Head teacher
Z Dudley (HoS)	HOS Holbrook Associate
J Heath (JH)	Co-opted Governor
G Cull (GC)	Co-opted Governor (Chair)
S. Reed	Co-Opted Governor
J. Goble	Co-Opted Governor
H. Manfield (HM)	Co-Opted Governor

**In attendance:**

C Harman (CH)	Local Authority Clerk
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**Apologies:**

S. Lloyd (SL)	Staff Governor
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**Absent:** None

**Quorum:** Present:3 required

**GOVERNORS KEY ROLES: Support and Challenge**

Agenda	ACTION POINTS
<p><b>1</b></p> <p><b>Welcome and Apologies for Absence:</b> The chair opened the meeting at 5:00pm.</p> <p>Apologies were received and accepted from SL.</p> <p>The clerk declared a quorum.</p>	
<p><b>2.</b></p> <p><b>Declarations of Pecuniary Interests:</b> None.</p>	

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3.	<p><b>Agree Any Urgent Business:</b></p> <p>None</p>	
4.	<p><b>HoS written report to include:</b></p> <p><b>Review Performance data</b></p> <p>HoS explained that she has produced the same data report that has been shown to governors previously. However, during her meeting with the LLP, they suggested that she stop delivering this model and deliver one that has already been analysed and interpreted, with strengths and weaknesses. However due to time limitations the HoS has been unable to produce this new report.</p> <p><b>Governor asked would this data report be the same as Bedenhams?</b></p> <p>HoS said that it would. <b>Governors liked the idea of the new report. One governor asked what the rationale is for the new data report?</b></p> <p>HoS explained that the new format is not just a whole sheet of data for governors to interpret and but gives pertinent information. The analysis done by herself could then be tracked by governors as part of monitoring and in future SIC meetings the analysis will be done for the governors who can challenge if appropriate. Governors can monitor the analysis throughout the phases and in phase 2 they should expect to see some of the weaknesses move to strengths. HoS apologised she was unable to prepare the report for the meeting.</p> <p><b>Governors understood why it would have been difficult.</b></p> <p>HoS told governors that the front section covers data for years 1, 3, 4 and 5. Over the last two years, years 2 and 6 have not been accountable for HAM data but are accountable to end of KS1 and KS2 national framework statements. Years 2 and 6 still plan and assess using HAM because they are a theoretically a good model for education, but they work towards the end of key stage framework statements for the end of year judgements.</p> <p>HoS talked through the data for years 2 and 6 explaining that one column shows a comparison for how the cohort performed in the previous year. With the data for this year HoS presented it as the cohort without the children in the provision and the cohort with the children in the provision. However ultimately the HoS will have to report on the whole cohort including the provision children. EHT GC added that the KS1 outcomes are lower than national and the school will be challenged on these figures. Therefore, the figures are ready to show what the cohort would look like without the children in the provision. HoS continued that</p>	

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the data also showed an end of year prediction and what year 2 looked like last year.

**Governor asked if there are any children from the provision in year 6?**

HoS said there are, but those children from the provision in Year 6 are in mainstream classrooms most of the time so there is no need to separate them out. EHT GC added that KS2 is predicted to meet the national so therefore there is no need, like year 2, to show a different perspective.

**Governor was concerned about the dip in Maths in year 6?**

HoS explained that there is a group of 5 girls in year 6 Maths that they are having difficulty moving to ARE. They have been on the school's radar for the last few years and there has been lots of interventions to try and improve their Maths. This year the school is trying something different as they try to look for other ways to get them to where they should be. The Maths advisor is due to come to Holbrook and do some special analysis and give some actions to help the school do this.

**Governor asked has this group of girls shown this lack of ability all the way through the school?**

HoS said no but the gap did start to show as they moved from year 5 to 6. In year 6, regular testing is done, and they have just completed two past year 6 test papers and the group have not performed well. It seems year 6 has widened the gap even more. The leap between years 5 and 6 is an enormous step. EHT GC added that this group may improve as we move into phase 2 as there is little new learning. HoS will be watching closely for the impact of the third space use and the Maths advisor's learnings,

**Governor asked could it be that the girls are reluctant to learn?**

HoS said that traditionally Holbrook girls do not perform as well in Maths tests and their resilience is poorer. HoS will be getting the ELSA to run a Maths based group, to help with this.

**Governor asked has this happened in previous years, or is it not as forensic?**

HoS said that this had been investigated and identified it was an issue with girls. Two years ago, adults were matched with children to support during tests to help with the reading but also the emotional aspect. The adult would get to know the

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girl, recognise when she might feel stressed and help them with it. This was a successful strategy used last year as well.

**Governor asked has the HoS had a conversation with the child and the parents about this?**

The pupil premium advocate role communicated with the girls on resilience and it did work. When the mock SATS and the SATS come about the HoS will be adopting the same process of pairing the child with an adult for support.

**Governor asked why there is a big gap between disadvantaged and non – disadvantaged in year 2 and then is reversed in year 6?**

HoS said this was because of special needs. Disadvantaged is FSMs, LAC and Service children. In this case the children with special needs and pupil premium are widening the gap and these children are not in the provision. In year 2 out of the 33 children, 5 have EHCPs and 4 are SEN.

**Governor asked if they will see good progress with those pupil premium children?**

EHT GC said yes and the school needs to be showing progress.

HoS explained to governors that when you decide on a high attainer they must be meeting more than half of the domains. However, the school felt that it was more beneficial if the domains were weighted and this was discussed and agreed with HIAS leaders. But with this weighting the data shows 0 for high attainers across the board. Therefore, the school has decided to go back to what it was prior to this discussion and how other schools are measuring it. If the school gets to good this is something that could be investigated further.

HoS showed governors a diagram of phases explaining phase 1, introduces new work. Phase 2 is about practising, learning and evaluating. Then phase 3 is embedding. In phase 3 that is when you would expect to see more GDS, but at phase 1 showing signs of GDS is less likely. HoS gave numbers of GDS using the model that if the child meets more or half the domains, they are GDS.

HoS pointed out that in 3/4 there is 0 for GDS in writing. The teachers are hesitant to make a decision about GDS so early in the year. An opportunity has been arranged for these teachers to do a moderation exercise with Alverstoke Junior School, during the Spring term.

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Governor pointed out that the reading gap for year 2 should be plus 2 not minus 2. HoS will amend.

Governor asked why there was such a big gap in year 5?

HoS said that even though the gap looks big it is low numbers of children. The issue is how many non-disadvantaged versus the disadvantaged which gives the gap.

Governors liked that the information on close to was specific and it confirmed to governors that teachers were recognising weaknesses. Governors agreed though that they would like the HoS's new format as recommended by the LLP.

### Report of LA monitoring visit

Governors had received this report in advance and were invited to ask questions.

Governor asked in teacher and learning it mentions some year groups need further strength, is that many classes?

EHT GC said it was two classes and these are being addressed, the LLP is aware of what actions have been taken.

Governor asked is this a historic picture?

HoS said that these teachers are new to the year group they are in. Governor asked did the LLP raise any concerns with the actions? EHT GC said no they were happy with the actions taken.

Governors felt that the report showed that the school was moving in the right direction and is a credit to the staff.

### Reports from English, Maths and SEN leads

Governors had no questions as this was covered in the data report.

### Key points progress against SIP and to good Ofsted

Governors like the way that the HoS report was matched against the SIP and that it was a very clear report. Governor commented that it was good that the Holbrook Makaton choir are working with the choir at Alvertsoke Junior School.

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HoS said that instead of going through the SIP, covering every element, this report touches on what actions have impacted on SIP priorities. It also gives governors a sense of what the key subject leaders are doing.

The next part of the conversation is carried on in the confidential minutes.

**Governor asked do children benefit from the Lennox Centre?**

HoS said that sometimes they do, some see it as a short, sharp shock, the year 6 girl finds it useful to have time off from year 6 and is attending a forest school as part of the Lennox provision. **Governor asked are the parents involved?** HoS said yes, they always have an input.

**Governor asked if the attendance is impacted by children other than the ones with part time tables, who have medical conditions?**

HoS pointed out that the children absent with medical conditions affects the whole school absence.

**Governor asked in relation to priority four how does planning work for autumn boys and summer girls in the Early Years provision?** HoS said that this subject was interesting because the school has been asked to investigate this at year 2 but is now being asked to look into this for year 6. **Governor felt that every child was different, and it doesn't make a difference.** HoS said that data shows that autumn boys are doing better than summer girls, the gender is key in the baseline analysis.

### **Safeguarding**

GC explained that himself and governor Tracey Scantlebury have reviewed anonymised cases and have confidence that the school is following safeguarding guidelines. HoS added that a school has gone into special measures for not following safeguarding protocol and LLP wants the school to look at what the school does for high level safeguarding monitoring. There is a need for the school to analyse, review and action. GC said that what he observed at Holbrook was triangulation, analysis and review.

### **H&S**

No near misses or accidents to report

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	<p><b>Future Events</b> HoS has decided to add this so governors are informed of future events.</p> <p>ACEIT assembly – 11/1/2019 at 9am – HM to attend.</p> <p><b>Attendance</b> Already discussed</p> <p><b>Behaviour</b> Nothing to report</p> <p><b>Snow policy</b> Suggested this should go to FGB to be signed off.</p> <p><b>SEN Report</b> Governor said that her name should be taken out and replaced with nominated safeguarding governor. <b>With this amendment the GB approved the SEN report.</b></p> <p><b>Holbrook SEF</b> Governors thought the SEF was good, nicely presented, shows strengths of the school, well put together and reflective. Governor asked if it was the same format as Bedenham. HoS said it was.</p> <p>Governor asked whether the good judgements were supported by the LLPR? HoS said that it was supported by the LLPR. Outcomes were put as RI/Good as the outcomes are yet unknown.</p>	
5	<p><b>LLPR</b></p> <ul style="list-style-type: none"> <li>• Follow ups from previous reports</li> <li>• Concerns and issues arising</li> </ul> <p>Inspection data summary report given to governors ahead of the next meeting to discuss.</p>	

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<p><b>6</b></p>	<p><b>Governance:</b>  <b>Visits and monitoring / Follow up actions/Impact of Policies</b></p> <p>GC thanked JG and Tracey Scantlebury for their visits.</p> <p>Governors had a robust discussion regarding the monitoring calendar for Jan – July 2019 in the context of the SEF, SIP, HIAS and EHT/ HoS reports. It was agreed that:</p> <ul style="list-style-type: none"> <li>JH/ GC will monitor Maths, English via meetings with Phase, Maths, English leads, through class visits, pupil conferencing (GDS &amp; others), Pupil Progress mtgs.</li> <li>Monitoring effectiveness of Safeguarding, Behaviour, Equality will form part of visits.</li> <li>Monitoring SEND, PP, Curriculum, Sport and Evaluation will continue as at present.</li> <li>Governors who are staff will be links between GB and staff re. process.</li> <li>JG will complete and circulate the calendar and a draft amended visit report for approval following the parallel discussion at Bedenham.</li> </ul>	<p>Complete and circulate monitoring calendar- JG</p>								
<p><b>7</b></p>	<p><b>Impact of the meeting</b></p> <p>This section has been removed from the Bedenham SIC. Governors felt that it was useful. Governor felt that Bedenham shouldn't change their agenda and this should be discussed during an FGB. Governor thought that the SICs would meet the needs of their own school but work as Federated. GC and JG will discuss the way forward for this section.</p> <p>-</p>	<p>Discuss whether "impact of meeting" should be included in the SICs – GC and JG</p>								
<p><b>8</b></p>	<p><b>Minutes of Previous SIC Meeting 8<sup>th</sup> October: Approval –</b></p> <p><b>a) Matters Arising and Actions Agreed</b></p> <p>Governor pointed out her name was spelt wrong. The clerk will amend.</p> <p><b>With this amendment the minutes were unanimously approved by the GB.</b></p> <p>Matters Arising and Actions Agreed</p> <table border="1" data-bbox="277 1800 1190 1935"> <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>4</td> <td>Feedback on gap for year 2 Reading</td> <td>HoS - <b>Complete</b></td> </tr> </tbody> </table>	Action Number	Agenda reference	Action Required	Who By	17	4	Feedback on gap for year 2 Reading	HoS - <b>Complete</b>	
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	20	6	Meet to discuss Gov Mont Plan	JH and JG – <b>Complete</b>		
	21	6	Send draft SIP to JH and JG	EHT- <b>Complete</b>		
	23	4	Investigate data for left handed children	HoS - <b>Complete</b>		
	24	4	Send dates of p/progress meetings to Govs	HoS - <b>Complete</b>		
	25	4	Send out SEN report to Govs	HoS - <b>Complete</b>		
	26	4	Add to SEN report to FGB agenda	Clerk - <b>Complete</b>		
	27	6	JG to discuss Gov monitoring with JH before next FGB	JG - <b>Complete</b>		
	28	6	Send example monitoring plan to JH	EHT - <b>Complete</b>		
	29	8	Amend mins – re print and sign	Clerk - <b>Complete</b>		
	<p>In relation to action 17, the HoS said that the gap had reduced from 33% to 4%.</p> <p>With regards to action 23, the SEN assistant has done some analysis and 15% of the children at school are left handed and these children are making good progress.</p>					
<b>9</b>	<p><b>Any agreed urgent business</b></p> <p>This was EHT GC's last meeting, the GB wanted to thank him for his support and the work he had put into the Federation. The GB are very pleased with the progress and will miss him.</p>					
<b>10</b>	<p>Items for Next SIC meeting 28th January 2019 at 5pm, at Holbrook.</p> <p>Focus: School Improvement</p> <p>HoS verbal report to include:</p> <ul style="list-style-type: none"> <li>Year 2 and year 6 progress</li> </ul>					

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	<ul style="list-style-type: none"> <li>• Impact of Pupil Premium and sports funding</li> <li>• Vulnerable groups progress and achievement</li> <li>• Progress against SIP and to good Ofsted</li> </ul> <p>LLPR</p> <p>Follow ups from previous reports – inspection data summary report.</p> <p>Concerns and issues arising</p> <p>Governance</p> <p>Visits and monitoring</p> <p>Follow up actions</p> <p>Impact of policies</p> <p>The meeting ended at 7pm</p>	
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**Agreed action points from the meeting**

Action Number	Agenda reference	Action Required	Who By
30	6	Complete and circulate monitoring calender	JG
31	7	Discuss whether “impact of meeting” should be included in the SICs	GC and JG

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