



The Federation of Bedenham & Holbrook Primary Schools

**Minutes of the Holbrook School Improvement Committee
Meeting
29th January 2018
6pm
Held at Holbrook Primary School**

Present:

T Potter (EHT)	Executive Head teacher (left 7:41pm returned 7:43pm)
Z Dudley (HoS)	HOS Holbrook Associate
J Heath (JH)	Co-opted Governor (Vice chair)
G Cull (GC)	Co-opted Governor (Chair)
S. Lloyd (SL)	Staff Governor

In attendance:

C Harman (CH)	Local Authority Clerk
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Apologies: None

Absent: I Wood (IW) Parent Governor

Quorum: Present:3 required

GOVERNORS KEY ROLES: Support and Challenge

Agenda	ACTION POINTS
<p>1</p> <p>Welcome and Apologies for Absence: The chair opened the meeting at 6:06pm.</p> <p>There were no apologies and it was noted that IW was absent.</p> <p>The clerk declared a quorum.</p>	
<p>2.</p> <p>Declarations of Pecuniary Interests: None.</p>	
<p>3.</p> <p>Agree Any Urgent Business:</p>	

Approved at SIC on 23/04/2018

Signed by Chair:



	None	
4.	<p>Head Teacher verbal report: EHT handed Governors:</p> <ul style="list-style-type: none">- Updated pupil premium strategy- Sports Premium Grant Expenditure 2017/18- Data – Holbrook predictions <p>She explained that she would be covering some of the HoS report as it seemed more appropriate.</p> <p>EHT asked Governors to look at the data first. She made it clear to Governors that this was end of year predictions. It is based on current children. Two children joined today, and they have not been included.</p> <p>She told Governors the red figures were those of last year. Specifically looking at the data for disadvantaged and non -disadvantaged, the gap is closing. Only slightly but it is closing. Overall this is making a difference to the children.</p> <p>EHT told Governors that the issue was with year 4 data. This has already been spoken about previously in SIC meetings. Their gaps are getting bigger not smaller. HoS has recently been on a residential with this year group and has identified that it is not just the ability of the children but their personality and engagement. There is also an element of a teacher not teaching the Holbrook way, using a range of pedagogical features to enhance the teaching.</p> <p>Governor asked that although the data shows that some individual groups have made good progress, would Ofsted not look at that instead of the gap?</p> <p>EHT explained that Ofsted will look at the gap which is why it is important to close that gap.</p> <p>When reviewing Year 6 data, EHT told Governors that the targeting is working well. Mocks are to take place after the half term and this data will be more reliable. Therefore, there is a caveat around this data at the present time.</p> <p>EHT brought to the Governors attention, the number of children who are SEN and pupil premium. The amount of SEN children is 22.9% of the school. 23.1% of pupil premium children are SEN. These proportions match and should be investigated to see if they identify anything further.</p>	

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Governor asked could these figures be influenced by the provision and the number of children out of catchment coming into the provision.

EHT said it would not have that much influence as all these children are already included in the figures.

Governor asked if EHT could show pupil premium data for the whole school, instead of year groups, showing what the gap is?

EHT said that they couldn't show this because in each year group the percentage of pupil premium varies.

To sum up, EHT told Governors that the gap was closing but, in some cases, not fast enough and some not closing sufficiently.

Impact of Pupil Premium and sports funding

EHT told Governors that the pupil premium strategy had been updated.

In relation to quality of teaching for all:

- Teaching and marking is improving and is much more consistent.
- In EYFS, there are now three key worker groups with additional 1:1 teaching assistant support. Activities are now more tightly focused.
- Positive impact of over and over books on reading engagement in EYFS and Key Stage 1 classrooms.
- Strong focus of staff CPD – most staff meetings focused on the quality of teaching and learning. Higher attainers need developing further and providing support for teachers who need further development.
- Transition was much stronger, and teachers felt they knew more about the children at the beginning of the year.
- Each KS2 year group is one-year group and there has not been any mixed year groups this year. However, the school will not be able to do this next year.

In relation to targeted support:

- Pupil premium advocates continue to do 50% pupil premium and 50% cover. However, lesson cover has recently been higher than pupil premium advocate time and HLTAs are the most consistent cover for the school. EHT said that this will even out over the year.

Governor suggested that the pupil premium advocacy time could be needed now, not over the year. If it is not done at the right time, it could lose its impact.

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	<p>EHT accepted the Governors suggestion. The time allocated to pupil premium advocates will be investigated. HOS told Governors she is looking at changing the pupil premium advocate role to class based LSAs.</p> <p>Staff Governor said that from experience the whole class benefits when the pupil premium advocate covers but not the individual pupil premium children.</p> <p>Governors can be reassured that when the pupil premium advocate covers the class they are getting a better learning experience rather than that of a supply teacher.</p> <p>HoS said that the pupil premium advocate is an improvement to previous systems and had to be created and crafted to suit the role. This role doesn't suit all as they have to manage their own time and support has been given to Pupil Premium advocates to help them to do this.</p> <p>EHT added that it needs to be looked at in more depth.</p> <p>The advocates have been mentoring the Wave 1 children, but it is hard to show impact regarding whether the children are more engaged</p> <p>Staff Governor said from experience children are more engaged. They might not be where they should be, but the ball has started rolling. The desired model would be to have a TA and pupil premium advocate in the same class.</p> <p>Governor asked if this role was moved to a LSA role will it be a formalised part of that role?</p> <p>EHT said yes it would have to be a formalised part of the role.</p> <p>HoS said that phase leaders wanted to be responsible for the advocates. She suggested the phase leaders could become the advocates and have an LSA supporting designing the provision map.</p> <p>HoS also suggested thinking strategically about positioning the children, so that the pupil premium advocate doesn't have to go room to room.</p> <p>EHT explained it would be something that they would need to investigate.</p> <p>Moving on through targeted support in the strategy:</p> <ul style="list-style-type: none">- Before and after school year 6 booster sessions were offered but there was no take up. Therefore, they were moved to class time.- KS2 quality of teaching and learning data still to come.- KS1 nurture group set up in response to children's needs.	
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Governor asked is the teacher expecting a certain amount of progress from the children?

EHT said that they will be looking for 4 steps of progress.

HoS shared a year group's data and TIP. She took Governors through specific examples on the sheet.

EHT said that more work needs to be done to ensure that the teachers input is more precise. This document will be built up as spring 2 will be added.

HoS handed Governors an example sheet of tracking progress across time and rapid action plan for teachers. She explained that these were key to targeting specific children and supporting the teacher. In the example sheet the teacher was given objectives to Sandwell test (mathematical diagnostic test) specific children. Another objective was to have more accurate grouping and be flexible with this.

Governor asked in relation to this teacher is it cohort specific or the teachers performance?

HoS said that this cohort had been together for five years. 5 new children joined who were not ARE. Certain teaching styles are not being used to best efforts. The teacher's intentions are good but needs to be adapted to an RI school.

Governor asked do we have any predictions for where this year group will be performing in year 6?

HoS said that there is a concern. The HIAS support is short sighted if it only focuses on year 6. However, there is a need to focus work on other year groups such as this.

Governors agreed that it would be a concern to show a decline in performance when this year are in year 6.

EHT said if you look at this year 4's end of year prediction children have not made expected progress. But the working towards group are quite close.

Governor asked are there different children working towards in different domains?

HoS said that there is a large core of children for each domain. But they are trying to target one at a time.

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	<p>Governor asked what will happen when this group moves to year 5?</p> <p>EHT said that they will move to a mix 5/6 class. This will give an opportunity for the class to be mixed.</p> <p>Governor asked are there children with behavioural issues in the class?</p> <p>HoS said that there were two children currently on a part time time table and several others that require a firm teacher.</p> <p>Governor asked, now reflecting at the information given, are book scrutinies part of the pupil progress meetings?</p> <p>HoS said if necessary they would be looked at.</p> <p>EHT explained that in the long term, at these meetings, not every child would be discussed. Those in green doing well will only be discussed if they have dipped. The focus will be on the ones not performing.</p> <p>Governor then moved on to ask the EEF data said that immediate feedback to children is something which is most effective. Is this still working well in Holbrook?</p> <p>HoS said that in general it is working well but she said that some staff are still not using the V tool when marking. In the next staff meeting she will be getting staff to review their own books to see if they are following the feedback policy.</p> <p>EHT said that this impacts on what work the teachers are delivering. For example, in a Maths scrutiny she could see good problems for high attainers to resolve and a feedback discussion afterwards but nothing in the books to evidence this. There is also a need to do more flexible grouping, there is not the consistency at Holbrook.</p> <p>Governors agreed with EHT and HoS that there was a need for good feedback and marking and it had to be consistent. They were also very pleased with all the pupil premium data and felt that moving forward this would be very useful.</p>	
<p>5</p>	<p>LLPR</p> <ul style="list-style-type: none"> • Follow ups from previous reports • Concerns and issues arising <p>The chair explained that there was no further information since the strategy group which most Governors attended.</p>	



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	<p>Governor mentioned that LLP had suggested HIAS support at the pupil progress meetings.</p> <p>EHT and HoS felt that this would be more beneficial before the pupil progress meetings.</p> <p>EHT suggested that HIAS support transitions. For example, the year 2 current teacher, the year 3 receiving teacher and HIAS would get together to discuss children who had not made enough progress and the high attainers. HIAS will be able to discuss and support the year 3 teacher to plan what will be done at the beginning of the year. With this support, the teachers won't be able to focus on every child but will be able to unpick some of the individuals who need additional support.</p> <p>Staff Governor agreed and said that transition is key to the success.</p> <p>EHT made Governors aware that the LLP will be doing a review and require Governors to meet with them on 8th February. Governors will be required to attend.</p>	
6	<p>Data</p> <ul style="list-style-type: none">• Review Performance data, phase 1• Vulnerable groups progress and achievement• Early years update <p>HoS updated regarding early years. Following on from LLPR comments about the reception provision, she had sought advice from the teacher adviser for early years (Sharon Mordecai). The LLP had commented that she thought the provision environment was too spread out and should be reduced in some way, e.g. through extra walls. She felt that it did not enhance learning. The Teacher advisor disagreed and said that she was happy with the environment but that she could give some LFSP time to help the Early Years leader capitalise on the good start she had made. HOS said that the LFSP (Leading Foundations Stage Practitioner) had helped to further improve the environment and that the school was confident that the environment was appropriate and stimulating.</p> <p>The Early Years Leader has been working exceptionally well to improve the provision and has set aspirational targets to improve reading. She set a target of getting 80% of children reading key words by December and has reached 76%.</p> <p>The rest of the data was discussed during the HoS report.</p>	

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7	<p>Governance: Visits and monitoring / Follow up actions/Impact of Policies</p> <p>JH has undertaken a SEN Governor visit.</p> <p>SL has undertaken a learning walk with the Maths lead for Bedenham. They were specifically looking at learning walls and their effectiveness.</p> <p>The board are trying to recruit another Governor who would join this committee. Until then Governors have many roles and it is difficult fitting everything in. It was suggested that there be cross federation Governors, but it was also highlighted that it can be difficult if you don't sit on the other SIC.</p>									
8	<p>Review policies referenced during meeting</p> <p>This meeting has referenced the following policies:</p> <ul style="list-style-type: none"> - Feedback and marking – noted by Governors that it is being applied but not consistent. Teachers need to be more rigorous in immediate feedback. - Pupil premium strategy – A need to review the balance of the pupil premium advocate role. - Sports premium strategy- Governors to feedback to EHT on this. 									
9	<p>Minutes of Previous SIC Meeting 4th December 2018: Approval</p> <p>The minutes were looked over by the HoS previously and she felt that they needed to be reviewed in more depth. These will therefore be approved next SIC.</p> <p>a) Matters Arising and Actions Agreed</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Action Number</th> <th style="text-align: center;">Agenda reference</th> <th style="text-align: center;">Action Required</th> <th style="text-align: center;">Who By</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">9</td> <td style="text-align: center;">5.2</td> <td style="text-align: center;">Send out monitoring schedule</td> <td style="text-align: center;">Chair – Carry forward</td> </tr> </tbody> </table>	Action Number	Agenda reference	Action Required	Who By	9	5.2	Send out monitoring schedule	Chair – Carry forward	<p>Send minutes to HoS – Clerk</p> <p>HoS to review last meetings minutes - HoS</p>
Action Number	Agenda reference	Action Required	Who By							
9	5.2	Send out monitoring schedule	Chair – Carry forward							
10	<p>Any agreed urgent business</p> <p>None</p>									

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12.	<p>Items for Next SIC meeting 23rd April 2018 at Holbrook School 6pm:</p> <p>EHT left the meeting at 7:41pm and returned at 7:43pm.</p> <p>Focus: School improvement / Phase 2 Data</p> <ul style="list-style-type: none"> • HoS report to include: <ul style="list-style-type: none"> Review Performance data Vulnerable groups progress and achievement Early years update <p>Monitor progress against SIP</p> <p>Progress from OFSTED Reports</p> <p>Discuss LLP visits</p> <p>Visits and monitoring/impact of policies</p> <p>Review policies referenced during meeting</p> <p>The meeting closed at 7:51pm</p>	
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Agreed action points from the meeting

Action Number	Agenda reference	Action Required	Who By
10	4	Feedback to EHT regarding sports premium strategy	All Govs
11	4	Remove red point from SIP as it has been postponed	HoS
12	9	Send previous SIC minutes to HoS	Clerk
13	9	HoS to review last meetings minutes	HoS

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