



The Federation of Bedenham & Holbrook Primary Schools

**Minutes of the Holbrook School Improvement Committee
Meeting
4 December 2017
6pm
Held at Holbrook Primary School**

Present:

T Potter (EHT)	Executive Head teacher
Z Dudley (HoS)	HOS Holbrook Associate (left at 6.08pm, returns 6.10pm)
J Heath (JH)	Co-opted Governor (Vice chair)
G Cull (GC)	Co-opted Governor (Chair)

In attendance:

C Harman (CH)	Local Authority Clerk
N Carter (NC)	School Improvement Manager

Apologies: S. Lloyd (SL) Staff Governor

Absent: I Wood (IW) Parent Governor

Quorum: Present:3 required

GOVERNORS KEY ROLES: Support and Challenge

Agenda		ACTION POINTS
1	<p>Welcome and Apologies for Absence: The chair opened the meeting at 6pm.</p> <p>Apologies were received and accepted from SL.</p> <p>IW was absent.</p> <p>The clerk declared a quorum.</p>	
2.	<p>Declarations of Pecuniary Interests: None.</p>	

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<p>3.</p>	<p>Agree Any Urgent Business:</p> <p>HoS confirmed at this point that all Governors are invited to the nativity and carol concert. She will send an invite via email.</p>	
<p>4.1</p>	<p>Head Teacher written report: Monitor progress against SIP</p> <p>GC confirmed that all Governors had received the report. He complimented the HoS on an easy to read report and it was useful the Maths and English reports were also in the same format.</p> <p>Governor asked why the LLP didn't like some of the work the school was doing with assessing children, in particular the "reality check".</p> <p>HoS explained that normally there are 3 phases. Each phase is done on the last week of term. However, taking the LLP's advice the school did an assessment week. Children did an official test which was used for the previous year. So, for example year 5 did a test paper that was used for year 5 last year.</p> <p>This would give the school a base line, what they call a reality check. The school is aware of the 6-week slippage over the summer holidays and this test is to see if they have retained the teaching.</p> <p>This base line would then be used to help monitor performance so that the school could identify the children that needed more work to get to the national standard.</p> <p>Governor asked but why was there resistance from LLP?</p> <p>HoS explained because in the past the teacher assessments had proved to be not an accurate prediction.</p> <p>Governor asked but how does the LLP know that they can't be trusted and were not correct?</p> <p>HoS explained that only year 2 and year 6 assessments were moderated. This base line though is based on a week of assessments.</p> <p>EHT added that they feel it gives a more accurate base line to work with.</p> <p>EHT said that this data would be for the school to help monitor performance and would not become part of the data that is reported on and shown to Ofsted. It helps identify children who need help to get to national and teachers are set targets to achieve this.</p> <p>HoS added that this base line data has now been superseded by the phase one</p>	

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	<p>data and is not included.</p> <p>HoS explained that this year she has put the onus on the middle leaders to conduct the pupil progress meetings. They have had training however this wasn't perceived by the LLP as the right thing to do.</p> <p>EHT continued that the school wants to develop middle leadership. HoS reviewed the meetings and then went back and challenged them if need be.</p> <p>HoS said that experienced middle leaders were used. However, the LLP feel in a RI school it should be the HoS and EHT holding these meetings.</p> <p>Governors felt that middle leaders would be able to hold these meetings. If the work is being reviewed it should work. They commented it would be interesting to see what the new LLP thinks of this process.</p> <p>EHT told Governors that they will be using a new way of tracking pupil progress meetings. This was started at Bedenham recently and will go ahead in Holbrook next week. They will use an excel spreadsheet to track targets specific to individual children. The Venn diagram will accompany this. This has made it easier to track and if need be she will track back to last Autumn to show that data.</p> <p>Overall the teachers know what the children need, however setting targets for higher attainers is not 100% right now. But there is movement and evidence of progress.</p> <p>Governor asked in relation to point 1.1 what was picked up in the book scrutiny?</p> <p>HoS said that teachers needed to be working at greater depth and there needs to be more evidence on doing more for the higher attainers.</p> <p>Governor asked is this the same for point 1.2?</p> <p>HoS said yes and however there is still a need for LIT (literacy improvement team)</p> <p>Governor asked in relation to point 1.3 is the feedback and marking policy being followed?</p> <p>HoS said the feedback and marking policy has been re worded. There are three types of feedback:</p> <ul style="list-style-type: none">- Immediate feedback to the children – but this cannot be seen in the books.- Summary – these include peer assessments and children marking their own work.- The traditional taking books home to mark.	
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	<p>If feedback is done immediately this makes the big difference. The traditional marking books at home doesn't work as children don't go back over the work.</p> <p>EHT added that teachers use post it notes to put on work. It encourages children to edit the work themselves with help from the teacher.</p> <p>HoS continued that the feedback and marking policy includes the vision, marking types and symbols.</p> <p>EHT said it has been identified that teachers are not putting the "v" in the books correctly. LLP have suggested highlighting work, but they believe the V does it.</p> <p>HoS said that highlighting wouldn't work as it goes against moderation.</p> <p>Governor asked in relation to point 2.2 following the meeting with LLP are the pupil premium advocates aware of the targets?</p> <p>HoS said that pupil premium works in 3 waves. She explained this process to Governors.</p> <p>LLP spoke with the advocates and explained how to show impacts for targets such as effort and attitude. They should set up a targets card to evidence this work.</p> <p>Governor asked what was happening with the support for year 3 and 4?</p> <p>HoS explained that one of the pupil premium advocates had a high work load. Therefore, a member of support staff from year 4 will take on HLTA role and the existing HLTA will focus on year 3.</p> <p>Governor asked in relation to point 2.3 what does differentiation mean?</p> <p>HoS explained that previously they moved to work on variation. However, even after training, staff were not getting it. So now they have moved back to differentiation. This means:</p> <ul style="list-style-type: none">- to match the task to the needs of the child.- Be flexible with the grouping.- Include more curriculum subjects but use the variation.- Do cross curriculum writing to ensure that English is used when writing up for example a science piece of work. Some of the science experts may feel this isn't right but it should work for the school. <p>Governors agreed before they have been led by what advisors have said but it needs to be right for the school.</p> <p>Governor asked in relation to point 2.4 is 80% achievable?</p>	<p>Relate SIP to rapid action plans. HoS</p>
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HoS said it is, however some children struggle on the tests and just don't read quick enough. They still have some children on low book bands, but they are trying to encourage parents to do their bit from home. The early years teacher took a year out in private school and is keen to get children to where they should be.

Governor asked is the school engaging more parents?

HoS said that this teacher is very tenacious and will take the parents on to help the children.

Governors thought this was very good and hoped it would be successful.

Governor asked in relation to point 2.5 where did the ideas in the staff room come from?

HoS said it was from the teachers.

Governors thought this was excellent as it showed the teachers were involved.

Governor asked is the use of the inclusion manager giving benefit to managing the SEN?

HoS said that invariably those children in wave 3 pass the criteria for SEN. The teachers will then go to the SENCo who will question this and there is query between both staff members on how to manage that child. But HoS can see the problem from both sides.

They use Sandwell tests to help pin point issues. It will give more information as so for example it may say the child needs more time allocated because they have a processing issue. Further to this there will be an inset day focusing on SEN interventions and how they can help. This will be getting teachers more involved. Previously the SENCO communicated with the LSAs. However to be more effective the SENCO should communicate with the teachers.

Governor asked in relation to 3.1 was the feedback from the phase leaders in the learning walks constructive?

HoS said yes it was. They used post it notes to provide immediate feedback on displays.

The chair suggested that more time is allotted to the Head of school report for the next agenda.

Reports from Maths and English Leads

Maths

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<p>4.2</p>	<p>Governor asked that they could see that the times tables profile is being raised but how do children learn this?</p> <p>HoS said there is a variety of training going on. Tests at different levels to ensure children know them.</p> <p>Governor said that the results of monitoring week where 80% is good teaching seems an improvement?</p> <p>HoS said it is. This was assessed by herself and EHT. It was followed up by the LLP who agreed. In fact, they saw two lessons which were outstanding and 1 with outstanding features. They just need consistency.</p> <p>English</p> <p>Governor asked is the prediction of 72% for year 1 phonics testing achievable?</p> <p>EHT said it should be but the school should be aiming for 80%.</p> <p>Governor asked what is holding the school back achieving 80%?</p> <p>HoS said there is a core group causing difficulties. Support is being offered to address the challenges of this group.</p> <p>There are also children who have had prolonged sickness, several bouts of tonsillitis.</p> <p>Persistent absence figures</p> <p>HoS gave the Governors a report on persistent absence. It showed the number of children below 85% attendance were 14, compared to 19 last year.</p> <p>They have removed from this data those children who have regular medical issues and under 5-part time children.</p> <p>The attendance officer is challenging any child who has been off more than 3 days. the use of the HSLW is challenging those parents who they believe are keeping children off.</p> <p>Safeguarding/Prevent update to include details of the referral system, number of referrals</p> <p>HoS said that Prevent training will now take place in the spring. All staff have done their safeguarding e learning and all staff have read KCSIS.</p> <p>There has been one referral to children services since December 2016.</p>	
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<p>4.3</p> <p>Anonymous case study</p> <p>Anonymous case studies were given to Governors to read.</p> <p>Pupil progress meetings update</p> <p>4.4</p> <p>HoS said these meetings were taking place on 4th and 11th December and Governors were invited to attend. JH will attend a year 6 progress meeting.</p> <p>4.5</p>		<p>Attend year 6 progress meeting - JH</p>
<p>5</p>	<p>LLPR</p> <ul style="list-style-type: none"> • Follow ups from previous reports • Concerns and issues arising <p>It was agreed this had previously been discussed in the HoS report.</p>	
<p>6</p>	<p>Data</p> <ul style="list-style-type: none"> • Review Performance data, phase 1 • Vulnerable groups progress and achievement • Early years update <p>HoS handed Governors the phase one data. She explained that it includes SEN, not RPLI.</p>	

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Governor asked is this based on teacher assessments?

HoSs said yes it was. She explained that it was provisional data, taken a week earlier to be reviewed at this meeting. At the end of the term there would be another data drop.

If you look at year 2 with Maths, the difference is 3 children. Therefore the teacher will focus on those 3 children.

Most years have been working with HAM and it encourages teachers to mark those children as beyond.

Governor asked in year 6 reading should there be higher attainers?

HoS said yes. She added some in Maths but there are in the other areas. Some teachers have a resistance to marking the children as beyond.

HoS explained that the year 6 data has a caveat as they are thinking about the end of the year.

Governor said that the combined percentage for year 6 is looking close to the FFT data.

HoS any percentage below 50 is a worry. For example, year 3 the teachers know they need help and support in spelling, so they are providing that

Governor asked is there cause for optimism?

HoS said there could be. Monitoring performance is helping and there is a variety of things they are working on.

Governor asked with year 6 reading at 77% are they happy with this or will they aim for more?

HoS said the teacher is working to secure the children who are sitting on wave 3.

EHT added that the high attainers are the key and teachers must be working at greater depth.

Governor asked how does the year 6 cohort compare to last year?

HoS said they are completely different. It is their third year using HAM and they are a good cohort. The teachers are using boosters which is good practise.



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	<p>EHT said that they also need to boost year 5 and year 4 moving up to year 5 and 6.</p> <p>HoS said with early years it seems much more evened out. There were more well below typical last year. The special needs in early years is in relation to physical needs.</p> <p>EHT said that they are predicting the early years to be inline with national.</p> <p>Governors felt positive that SEN children could achieve in early years</p>	
7	<p>Impact of Pupil Premium and sports funding and Discuss ASP (RoL)</p> <p>EHT said that she has yet to finish the sports funding impact strategy. There is a new format and is becomes increasingly hard to decide what to use it for.</p> <p>Governor asked can it be used for equipment?</p> <p>EHT said yes but it needs to be for sports the school doesn't already do. But they can use it for competitions such as danceathons between both schools. The sports strategy needs to be done by April and the school had wanted to use it for new astro turf, but they are not sure this can be done.</p> <p>Governor suggested that the data working party look and discuss ASP instead of it coming to the SIC meeting.</p>	
8	<p>Governance: Visits and monitoring / Follow up actions</p> <p>JH SEN Governor has done visits. The pupil premium Governor has also done a visit on Holbrook. SC has done a visit as Maths Governor.</p> <p>There is still one vacancy for this committee and it is hoped to have a new Governor to fill this vacancy.</p>	
9	<p>Impact of policies</p> <p>This meeting has referenced the following policies:</p> <ul style="list-style-type: none"> - Feedback and marking - Safeguarding - Teaching and Learning 	

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	- Attendance																									
10	<p>Minutes of Previous SIC Meeting 9th October 2017: Approval</p> <p>The minutes of the previous meeting were unanimously approved and signed by the chair.</p> <p>a) Matters Arising and Actions Agreed</p> <table border="1"> <thead> <tr> <th>Action Number</th> <th>Agenda reference</th> <th>Action Required</th> <th>Who By</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4.1</td> <td>Relate SIP to rapid action plans</td> <td>HoS – Complete</td> </tr> <tr> <td>6</td> <td>4.1</td> <td>Feedback on pupil premium date`</td> <td>HoS - Complete</td> </tr> <tr> <td>7</td> <td>4.1</td> <td>Send monitoring plan for next h/term.</td> <td>HoS - Complete</td> </tr> <tr> <td>8</td> <td>4.1</td> <td>Add quality teaching section at bottom of HoS report</td> <td>HoS - Complete</td> </tr> <tr> <td>9</td> <td>5.2</td> <td>Send out monitoring schedule</td> <td>Chair – Carry forward</td> </tr> </tbody> </table>	Action Number	Agenda reference	Action Required	Who By	5	4.1	Relate SIP to rapid action plans	HoS – Complete	6	4.1	Feedback on pupil premium date`	HoS - Complete	7	4.1	Send monitoring plan for next h/term.	HoS - Complete	8	4.1	Add quality teaching section at bottom of HoS report	HoS - Complete	9	5.2	Send out monitoring schedule	Chair – Carry forward	
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11	<p>Any agreed urgent business</p> <p>None</p>																									
12.	<p>Items for Next SIC meeting 29th January at Holbrook School 6pm:</p> <p>Focus: School improvement</p> <p>HoS report - to include:</p> <ul style="list-style-type: none"> • Review Performance data • Impact of Pupil Premium and sports funding • Vulnerable groups progress and achievement • Early years update – instead of Maths and English • Monitor progress against SIP – rag rated. • Pupil progress meetings – examples of year 4 progress meetings. 																									

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	<p>LLPR</p> <ul style="list-style-type: none">• Follow ups from previous reports• Concerns and issues arising <p>Data</p> <ul style="list-style-type: none">• Review Performance data, phase 1• Vulnerable groups progress and achievement• Early years update <p>Visits and monitoring</p> <p>Follow up actions</p> <p>Impact of policies</p> <p>Chair reminded Governors that questions should be submitted in advance and this should be limited to 2 or 3 key questions. If Governors need to clarify some of the wording or abbreviations, please do this in advance.</p> <p>The meeting closed at 7:42pm</p>	
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