



The Federation of Bedenham & Holbrook Primary Schools

**Minutes of the Holbrook School Improvement Committee  
Meeting  
8th October 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 (Vice chair – arrived 5.50pm)
G Cull (GC)	Co-opted Governor (Chair)
S. Read	Co-Opted Governor
J. Goble	Co-Opted Governor
S. Lloyd (SL)	Staff Governor

**In attendance:**

C Harman (CH)	Local Authority Clerk
H. Manfield (HM)	Prospective new Governor
T. Denton (TD)	Prospective new Governor

**Apologies:** None

**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 6:00pm.</p> <p>There were no apologies and JH notified the committee she would be running late.</p> <p>The clerk declared a quorum.</p> <p>GC welcomed TD and HM, prospective new Governors, who attended the</p>	

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	meeting. Each Governor introduced themselves to the prospective new Governors.	
2.	<b>Declarations of Pecuniary Interests:</b> None.	
3.	<b>Agree Any Urgent Business:</b>  HoS had two points she would like to discuss in this section.	
4.	<p><b>HoS verbal report</b></p> <p><b>Review Performance data</b></p> <p>EHT explained that he and the HoS have discussed the performance data. EHT presented to Governors a document with the KS1 and KS2 data, which was compared to the previous school year and was also compared to the national figure.</p> <p>He pointed out that the key elements are that on the whole the data shows a good upward trajectory. Data has improved and is just below national or is inline with national.</p> <p>EHT took Governors through the KS1 data. He explained that this reported data is mainly measured on achievement rather not progress.</p> <p>He pointed out that reading has improved and is close to the national, which equates to one child away from reaching this. Maths shows a dip of 10% from the previous year and is not inline with national. Maths is the subject which is further off the national score than the others and is a greater priority. Writing shows a slight decline and combined shows a slight increase. It is a mixed picture, but a lot of the data is close to national.</p> <p>In the greater depth data reading has increased and is above national. Reading is a very positive picture for Holbrook showing an improvement from last year. Maths is a huge increase and is above national. In 2017 there, no children were at greater depth for Maths.</p> <p><b>Governor asked how many children does this increase in Maths equate to?</b></p> <p>HoS said that it is about 8 or 9 children.</p> <p>EHT continued, in writing there is a decrease and there is work that needs to be done in this subject. The school would expect that if <math>\frac{1}{4}</math> of the cohort are working</p>	

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	<p>at greater depth in reading then it would tie in more similarly with writing as they are closely linked. Therefore, EHT and HoS are looking into this. Overall the KS1 data is a positive picture.</p> <p><b>Governor asked are there many left-handed children in KS1, who could be struggling more because of this?</b></p> <p>HoS wasn't sure of this figure and will look into it. It will be interesting to analyse this data.</p> <p>HoS added that for writing there were four children who were assessed at being at greater depth. However, when moderated the children were not fulfilling the standard. Feedback was that they wanted these children to produce independent work that would enable that work and their ability to be assessed with greater confidence.</p> <p>EHT moved onto KS2. He explained that KS2 is based upon test results, except for writing, which is teacher assessed. Progress is measured not just attainment. The data shows that reading has increased to 33% and is close to national. The average standardised score was 103, which is close to national at 105. EGPS (English, grammar, punctuation and spelling) shows a significant shift of 29% and is just below the national. The average standardised score is also just below national for EGPS. There is a 7% increase with Maths. The average standardised score has gone up substantially and is in line with the national figure. However, the increase of 7% is not enough to be inline with national, therefore Maths remains as the real focus for the school.</p> <p>Writing has an increase of 11% and is in line with national. The attainment is strong across a number of areas, but it is recognised more work needs to be done with Maths. The combined score is positive as it is an increase of almost a third and is not far off national. EHT added that this combined score for reading, writing and maths is the most important measure. Children will benefit from achieving age related expectation and this will give them good life chances. There is a direct correlation of children reaching age related and going on to pass GCSE's. League tables for schools often are based on combined figures.</p> <p>EHT moved on to the greater depth figures for KS2. Reading, EGPS and Maths have increased and are heading in the right direction. However writing and combined figures could be improved. EHT and HoS have been working with subject leads to identify children who are working at the expected standard to give that extra push to get them to greater depth. There is also targeting to do,</p>	<p>Investigate data for left handed children – HoS</p>
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for example if a child is missing one domain for greater depth they can target that child to achieve in all.

EHT talked Governors through the data for progress and how it worked. In 2017 the writing was a positive score and the school did better than expected and made significant progress. However, it moved into a minus figure in 2018. He explained that in 2017 attainment was low, but progress was good. However, small groups can affect the scale score. 2018 progress has dropped and the EHT and HoS need to work together to decide which children they need to push to improve the progress score. EHT believes that the school has not yet been able to convert the greater depth children, and this has impacted on the progress.

EHT added that this progress score can lead to schools being deemed a coasting school but that changes are due to be made to this category in the next year.

The plan now is that children will be named on the high impact plan and in performance management targets. This has been shared with teachers and they have reacted positively. It should make some of the children shift to greater depth.

**Governor raised concern that the teachers may just be focused on these specific children not the rest of the class.**

HoS and EHT reassured Governors that the other children will not be forgotten. The key is to make sure that all the children make progress.

EHT said what is key is that behind all of this data is the individual children and this shift could be life changing for some of them.

When looking at the disadvantaged data, compared to all other children they make better progress in reading, writing and maths.

**Governor was pleased to see that disadvantaged children showed good progress.**

HoS added that 66% of KS2 were disadvantaged.

**Governor commented how HoSs worked hard to show progression last year for this group.**

**Governor asked whether the school used the gift and talented register?**

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	<p>HoS said that they are exploring this again and other areas similar to this.</p> <p>EHT continued with SEN, saying they performed less well but the data is not compared to non-SEN. There is work to do to unpick this data. HoS explained that the SEN are 3 children with EHCP (1 in resource provision, 1 LAC and 1 with a disability) and 2 SEN with 1:1 support.</p> <p>The data for males and females is not vastly different in achievement but boys make more progress than girls in maths. The school is looking into high aspirations for girls in maths.</p> <p>The picture from the data feeds into the SIP. It shows gaps being determined and how it is being tackled.</p> <p><b>Governor asked is the data being presented like this in Bedenham?</b></p> <p>EHT said yes. Both himself and the other interim EHT are ensuring there is consistency with how the data is presented.</p> <p><b>Governors were very pleased with how it is presented and said it gave the Governors great clarity.</b></p> <p><b>Impact of Pupil Premium and sports funding</b></p> <p>HoS said that herself and the EHT are currently looking at sports funding.</p> <p>HoS said that there was a review of how pupil premium was used last year. There was a change in the employment of pupil premium advocates. These advocates completed the pupil reviews for 2017-2018 and have completed the new ones for 2018-2019.</p> <p>In years 1,2,5,6 the gaps between pupil premium and non-pupil premium children have narrowed especially in writing and maths. This is due to the pupil premium advocates working with individuals targeting areas where they identified that they need to improve. They used target cards, links with teachers, writing packs, pre-teaching when children were absent. The mentoring aspect of the work was particularly strong in year 6 with 1:1 session prior and during SATs week to keep children's resiliency levels high. The pupil premium advocate also works alongside key children during tests.</p> <p>This year children are split based on their prior academic form and put into the three waves. The advocate will support children on wave 1 and moving these onto greater depth. The teacher will focus on quality first teaching.</p>	
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	<p>JH arrives at 5:50pm.</p> <p>The focus this year is year 3 / 4. When the data was reviewed it was not as good as it could be. Therefore, HoS has met with the phase leader and the advocate to improve achievement and progress.</p> <p>After a conversation with LLP last year the school has a clear process to ensure good focus. The school uses windscreens and Venn diagrams. LLP also wanted to see good conversations at transition. During transition this year maths and English advisors were used to ensure this.</p> <p>HoS gave Governors a copy of the high impact plan which illustrated the identification of the needs of specific children to enable them to achieve and what their target was. This means the advocate knows exactly what to do. This document also details those at stretch and will also list the SEN children.</p> <p><b>Governor asked when the SEN children will be added to this plan?</b></p> <p>HoS said by the end of next week. It is important that teachers use this document and update it, they are reviewed at the end of each term at the pupil progress meeting.</p> <p><b>Governor asked whether the body will be able to see another version with updates?</b></p> <p>HoS suggested that it would be more valuable for Governors to come to pupil progress meetings as this document may be hard to follow as the needs and targets of these children change over time.</p> <p>Governors agreed and HoS will send the dates of those meetings to Governors.</p> <p><b>Governor asked staff member SR how she found the high impact documents?</b></p> <p><b>SR said she uses them for guided reading and it helps to have specific targets.</b></p> <p>EHT said the key element for leaders is that they need to ensure the document is used and is not just a piece of paper. It should be linked to monitoring and done in every day learning, not the child being pulled out of class.</p> <p>Governors asked for an anonymised version of the document. HoS will organise.</p> <p><b>Governor asked if this document was used across the Federation?</b></p> <p>HoS said it was.</p>	<p>Send dates of p/progress meetings to Gobs – HoS</p>
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Governors agreed it was a good document and very helpful to Governors.

### **Vulnerable groups progress and achievement**

HoS said that last year there were 15 pupils on EHCP (excluding children in the resource provision) and 22 children on SEN support.

Each term's progress they make is deemed 1 point. 3 points is good progress and 4 points is deemed accelerated progress. Most good or accelerated progress was made in writing at 59% but maths at 55% and reading at 56% were close behind. HITIP reflect vulnerable groups and staff are aware that these are the focus children.

### **Absence**

HoS said there was an upward trend in absence going back to 2015.

2015 – 4.9%

2016 – 5%

2017 – 5.1%

2018 – 4.8%

This figure for 2018 is the biggest drop and proves what the school is doing is making a difference.

### **School Improvement plan**

Governors received the SIP in advance and were asked for comments or questions.

Governor thanked HoS for streamlining the SIP and putting it into the Ofsted order.

Governor felt it was straight forward.

Governor said that part of the monitoring plan was to monitor a group of high attainers, but she is not sure this is now needed. She believed that the body needed to re think the Governor's role of monitoring.

EHT agreed that tight monitoring need to be tied in.

Governors felt that it was a clear plan and was easy to understand.

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	<p><b>SEN information report</b></p> <p>This was not ready for the meeting and HoS will email to Governors.</p>	<p>Send out SEN report to Gobs – HoS</p> <p>Add to FGB agenda - Clerk</p>
<p>5</p>	<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>HoS said that the report has not been received yet, but the LLP said that the school was more good than RI. Teaching was more consistent than it had been before. There were two areas of concern but the HoS had already identified these and been able to inform the LLP how they were being addressed. The LLP was happy to change the recorded quality of teaching and learning from RI to good. This feedback was a real boost for staff. The LLP gave a lot of praise to LSAs, facilitating and not leading. There were strong learning journeys and good links to starting points. LLP was confident that the leaders were managing performance. They said there was a sense of calmness and engagement in learning.</p> <p>The LLP said that he had concerns around inclusion due to the current absence of the SENCO on maternity leave. The HoS has reassured the LLP that inclusion is being effectively managed within the school using resident resources with additional support from the SENCO at Bedenham if required.</p> <p><b>Governors felt that this was a positive picture.</b></p> <p><b>Governor asked if there was anything he asked the school to focus on?</b></p> <p>EHT said that the consistency in teaching was there but the data and outcomes need to reflect this.</p> <p><b>Governor commented that the year 6's this year seemed very prepared.</b></p> <p>HoS said that she felt the year 6's from last year were more prepared but the data was disappointing.</p> <p>SR added that she talked to all children to ensure resilience.</p> <p><b>Governor asked are the current year 6's a good cohort?</b></p>	

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	<p>HoS said that the data is good, with high attainers and lots of level three's in year 2. The focus is to get them to ARE which will give them the best life chances. HoS emphasised that the school focuses on maximising outcomes for all years not just year 6. Any other approach is short-sighted and liable to lead to future difficulty.</p>	
6	<p><b>Governance:</b>  <b>Visits and monitoring / Follow up actions/Impact of Policies</b></p> <p>JG did some visits last school year that have been included. These took some time to get signed off.</p> <p>JG suggested reviewing the monitoring and how the body works in governance. It was agreed this should be discussed at the next FGB.</p> <p>EHT added that the LLP gave him a Governing monitoring plan which works well which could be suitable. He will pass it onto JH and JG.</p>	<p>JG to discuss Gov monitoring with JH before next FGB- JG</p> <p>Send example monitoring plan to JH - EHT</p>
7	<p><b>Impact of the meeting</b></p> <ul style="list-style-type: none"> <li>- A good understanding of Key Stage 1 and Key Stage 2 data.</li> <li>- Understanding the school improvement plan and how it ties into performance management, links with governance and the focus upon teaching and learning.</li> <li>- Understanding the school's support for vulnerable pupils.</li> <li>- Understanding the performance of vulnerable groups, the gap between p.p. and non-p.p. pupils and how those gaps are being closed.</li> <li>- Greater understanding of pupil progress meetings and the links with performance management.</li> <li>-</li> </ul>	
8	<p><b>Minutes of Previous SIC Meeting 25<sup>th</sup> June 2018: Approval –</b></p> <p style="text-align: center;"><b>a) Matters Arising and Actions Agreed</b></p> <p>Governor had some amendments:</p> <p>Page 4 – change to “was less strong”</p> <p>LLPR – change to monitoring visit.</p> <p>Page 5 – add in “in response to being observed”</p> <p><b>With these amendments the minutes were unanimously approved by the body. The Clerk will re print and get the chair to sign.</b></p> <p>Matters Arising and Actions Agreed</p>	<p>Amend mins – re print and sign – Clerk</p>

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	Action Number	Agenda reference	Action Required	Who By		
	17	4	Feedback on gap for year 2 Reading	HoS – carry forward		
	18	4	Find out for Gobs – improvement in preschool?	HoS - Complete		
	19	6	Organise electronic signature for JG	EHT - Complete		
	20	6	Meet to discuss Gov Mont Plan	JH and JG – Carry Forward		
	21	6	Send draft SIP to JH and JG	EHT- Carry Forward		
	22	8	Amend mins – re print and sign	Clerk - Carry Forward		
	<p>In relation to agenda items 18 HoS confirms that 82% of children who joined from badgers achieved GLD.</p>					
<b>9</b>	<p><b>Any agreed urgent business</b></p> <p>HoS said that the pay policy needs to be approved by 3<sup>rd</sup> November 2018. Governors were happy to approve this. This will also go to Bedenham SIC for approval.</p> <p>HoS says a member of staff has submitted a flexible working application. The decision lies with EHT and HoS but this is just to make the body aware.</p>					
<b>10</b>	<p><b>Items for Next SIC meeting 3rd December 2018, at 5pm, at Holbrook.</b></p> <p><b>Focus: End of Phase 1 data/ Vulnerable groups/Pupil Premium</b></p> <p>HoS written report to include:</p> <ul style="list-style-type: none"> <li>• Review Performance data</li> <li>• Early years update</li> <li>• Impact of Pupil Premium and sports funding</li> <li>• Vulnerable groups progress and achievement</li> </ul>					

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	<ul style="list-style-type: none"> <li>Progress against SIP and to good Ofsted</li> </ul> <p>LLP- Monitoring Visit</p> <p>Follow ups from previous reports</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 6:45pm</p>	
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**Agreed action points from the meeting**

Action Number	Agenda reference	Action Required	Who By
23	4	Investigate data for left handed children	HoS
24	4	Send dates of p/progress meetings to Govs	HoS
25	4	Send out SEN report to Govs	HoS
26	4	Add to SEN report to FGB agenda	Clerk
27	6	JG to discuss Gov monitoring with JH before next FGB	JG
28	6	Send example monitoring plan to JH	EHT
29	8	Amend mins – re print and sign	Clerk

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