

HAZELDOWN PRIMARY SCHOOL

Governing Body

SI Committee 5 th December 2018 6.30pm - Part 1 Minutes						
Date/Time	5 th December 2018	6.30pm	Location		Hazeldown Primary School	
Governors Present	Capacity	Time arrived/ departed	Governors Present	Capacity	Time arrived/ departed	
Sarah Leaman (SLe)	LA	6.30pm - 8.30pm	Kirsty Prentice	Co-Opt	6.30pm - 8.30pm	
Laura Parfitt	Co-Opt	6.50pm - 8.30pm	Luke Pattison (LuP)	Staff	6.30pm - 8.30pm	
Dave Dawson	Co-Opt	6.30pm - 8.30pm	Sandra Reynolds	Co-Opt	6.30pm - 8.30pm	
Stuart Ludford	Head Teacher Governor	6.30pm - 8.30pm				

Apologies	Initial	Reason (Category of Governor)
Goodenough	L	

Absent without Apology	Initial

In Attendance	Initial	

Minutes to
Attendees
Apologies

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	Agenda	Led by																														
1	Apologies from	Chair																														
2	Approval of minutes Matters Arising/Action Points <ul style="list-style-type: none"> ● SR to sit on Business Manager interview panel – completed. ● Governor representation at parents evening discussed – carried out. 	Chair																														
3	Improvement (SLe) Improvement Plan 2018/19 (ELT) <ul style="list-style-type: none"> ● ELT to update progress towards School Improvement targets. ● Governors to consider progress towards section 5 ‘governance’ ready to feed back to FGB. GOVERNORS MUST CONSIDER THEIR ASSESSMENT OF EACH STRAND PRIOR TO THE MEETING. 	Chair																														
	Develop strategic governance How do we do?	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">Introduce</th> <th style="width: 10%; text-align: center;">Develop</th> </tr> </thead> <tbody> <tr> <td>the structural changes from summer 2018 and autumn 2018, ensuring the structural plan for the coming years meets the anticipated needs of the school.</td> <td></td> <td></td> </tr> <tr> <td>electronic record keeping and information accessing is migrated to onedrive and all governors have easy access and are confident in it's use.</td> <td></td> <td></td> </tr> <tr> <td>that minute taking records links between governor visits and monitoring and decision making to evaluate the level of understanding and knowledge of the school that the GB holds.</td> <td></td> <td></td> </tr> <tr> <td><i>governor Portfolio Holder visits contain elements of challenge and robust questioning whilst developing positive aspects of the role to empower leaders at different levels to undertake their duties with measurable impact.</i></td> <td></td> <td></td> </tr> <tr> <td><i>governor curriculum visits contain elements of challenge and robust questioning whilst developing the positive aspects of the role to empower leaders at different levels to undertake their duties with measurable impact.</i></td> <td></td> <td></td> </tr> <tr> <td><i>that the new structure for 2017-2018 enables full coverage of the annual governor business through reporting, accurate recording and internal monitoring.</i></td> <td></td> <td></td> </tr> <tr> <td><i>that the School Improvement Committee as a routine element within the cycle of portfolio holder work, reports to the FGB at meetings, ensuring clear and appropriate delegation of duties and reporting to the FGB.</i></td> <td></td> <td></td> </tr> <tr> <td><i>that the governor recruitment, using a skills identification model to inform proactive appointments of new governors.</i></td> <td></td> <td></td> </tr> <tr> <td><i>that the development use of The Governor Mark as a template for improvement and direction.</i></td> <td></td> <td></td> </tr> </tbody> </table>		Introduce	Develop	the structural changes from summer 2018 and autumn 2018, ensuring the structural plan for the coming years meets the anticipated needs of the school.			electronic record keeping and information accessing is migrated to onedrive and all governors have easy access and are confident in it's use.			that minute taking records links between governor visits and monitoring and decision making to evaluate the level of understanding and knowledge of the school that the GB holds.			<i>governor Portfolio Holder visits contain elements of challenge and robust questioning whilst developing positive aspects of the role to empower leaders at different levels to undertake their duties with measurable impact.</i>			<i>governor curriculum visits contain elements of challenge and robust questioning whilst developing the positive aspects of the role to empower leaders at different levels to undertake their duties with measurable impact.</i>			<i>that the new structure for 2017-2018 enables full coverage of the annual governor business through reporting, accurate recording and internal monitoring.</i>			<i>that the School Improvement Committee as a routine element within the cycle of portfolio holder work, reports to the FGB at meetings, ensuring clear and appropriate delegation of duties and reporting to the FGB.</i>			<i>that the governor recruitment, using a skills identification model to inform proactive appointments of new governors.</i>			<i>that the development use of The Governor Mark as a template for improvement and direction.</i>		
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	Develop the quality of teaching and learning (ELT) <ul style="list-style-type: none"> ● Update from ELT regarding the quality of teaching and learning in the different teams across the school. ● Does internal data triangulate with lesson observations and book scrutiny findings? 																															

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	<p>Review and interrogate external data (SLe/SL)</p> <ul style="list-style-type: none"> ● To be completed on 12th December. ● Does everyone have the data? Questions arising and peer governor support. <p>Attendance (SL) Headline figures for Autumn 1 data (focus upon key groups)</p>	
5	<p>able Pupils (SCR)</p> <ul style="list-style-type: none"> ● Key areas arising from PH report <p>Agree action points</p>	GR
6	<p>Community Links (KP)</p> <ul style="list-style-type: none"> ● No report scheduled. ● Any matters arising. <p>Feedback from Parents' Evening regarding homework. Agree action points by school and governors.</p>	KP
7	<p>Curriculum (LP)</p> <ul style="list-style-type: none"> ● Key areas arising from PH report ● Agree action points <p>Review feedback from scheduled governor visit and agree action points.</p>	LP
8	<p>Monitoring (SL/LP)</p> <ul style="list-style-type: none"> ● Key areas arising from PH report <p>Agree action points</p>	MS
9	<p>Committee focus for the next meeting (SLe)</p> <ul style="list-style-type: none"> ● OFSTED update for governors ● Report on the quality of teaching and learning ● Attendance update for Autumn 2 (overall, PA, key groups) <p>Update on progress towards School Improvement Targets</p>	Chair
10	<p>Report holder reports due for Spring 1 Community & Parent Links, Curriculum.</p>	Chair
12	<p>Meeting close</p>	

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Ref	Action or Decision	Owner/ Decision	Date Raised	Date Due
1.	Apologies from Lee. Laura apologies as she is running late.	All Agreed		
2.	<p>Matters Arising</p> <ol style="list-style-type: none"> 1. SR to sit on Business Manager interview panel - completed. 2. Governor representation at parents evening discussed - carried out. Collated information to be shared with Govs SLT and to be discussed at next non-pupil day. It was agreed that Govs. should feedback to parents after actions were agreed. 			
3.	<p>School Improvement (Sle)</p> <p>-ELT to update progress towards School Improvement targets.</p> <p>Discussed updated SI plan on the office board. Notes refer to particular year groups about what is happening and what next. Pink refer to next actions for the Spring term, some of which were already in progress. Green boxes indicate where actions are going well but these areas are also being revisited in light of new staff and reminders for present staff.</p> <p>Some pinks related to TLR posts - teachers going to other classes and identifying areas to tweak within their own practise. Will move into lesson study approach facilitated by TLR leader.</p> <p>SRC - Are the children comfortable with peer teaching? SL</p> <p>- Yes not an issue, the extra teacher model works well within school so it is something which they are really familiar with it. LuP confirmed this opinion from his own experience in class</p> <p>Reading - teaching team were not as clear about the expectations from the SI plan about what needed to be in place. Work has been done with staff and this has now been pinned down to dates when actions need to be completed. Looking at different ways to reach the hard-</p>			

<p>to-reach parents - nobody turned out to recent meeting. Looking at different ways at catching parents e.g. emails with one thing to work on this week - small and bit sized pieces. Still a priority to encourage hard to reach parents to engage. Diagnostic reading test bought to support some children.</p> <p>Laura Parfitt arrived.</p> <p>Future curriculum focus planned linked to OFSTED priorities and in ensuring that we are effectively delivering the wider curriculum.</p> <p>SRC gave a brief update on the above mentioned Curriculum Framework Consultation presented at a recently attended Governors Conference</p> <p>*****overview of conference below*****</p> <p>At the DAG Conference 2018 Autumn, Richard Light, Senior HMI Ofsted, gave the following updates on the forthcoming OFSTED framework to be released later this year.</p> <p>The New inspection framework will focus on the role of curriculum. The new framework will expect governors to look at substance of education and how carefully and uniquely it is designed for individual children. There will not be an outcomes judgement.</p> <p>Significant inspector training running in parallel to design of Ofsted training. Subject guidance to be available and research to be ongoing.</p> <p>TIPS FOR OFSTED INSPECTION: Knowledge, skill and understanding will be the focus and what do children need to do to get better at that. Where is it in your action plan. And what do teachers need to do to ensure they are teaching better. Where is it in your action plan.</p> <p>To design this framework, Ofsted has had a significant research team, fundamentally different than previous regime. All of the Ofsted work must be embedded in theory and CBT education. This is believed to be the most researched and consulted framework in Ofsted history.</p> <p>New framework is due to be published/released next term</p>				
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<p>(full narrative to be provided to substantiate framework).</p> <p>Historically, HTs have been able to make decisions on their own. Moving forward, governors will need to ask specifically if HTs decide to not follow framework, why?</p> <p>Moving forward, curriculum will be evaluated to understand the intent. This question is beyond purely data. As an example, one might ask "What is the rationale and purpose of your curriculum. How well is it being implemented and how do you as a governor know....and how is it going?"</p> <p>The new framework is based upon the philosophy of education and education design. This gets us beyond pure data discussions. Schools need to be able to demonstrate that subject leaders can describe the why the curriculum is the way it is -- not just refer to the data points. Governors need to be able to describe why the learning is taking place.</p> <p>*****end*****</p> <p>SRC - is this going back to the old way of delivering the curriculum? SL - No it is an bringing back some of the best of the old approach to mix in with the new approach to best meet the needs of the children now.</p> <p>SRC - given the framework which is going to come out, is the school in a good position to meet the requirements? SL - Well on the way. Need to iron out what goes on on a grid so that it is clear that everything is being met. Need to be meeting all of the different strands which need to be fed in alongside the curriculum. It is believed that Hazeldown is well positioned due to the Growth Mindset Approach already in place.</p> <p>Role of governors - look at the substance of education and how it is designed for our children - SANDRA IS THIS CORRECT? see above. All captured there. I would delete this section here</p> <p>- Governors to consider progress towards section 5 'governance' ready to feed back to FGB.</p>			
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	<p>Proposal red sections all embedded but focus needs to be upon new governors being up to speed with requirements and mentored through the process / business cycle.</p> <p>Improvement in terms of the induction process now in place. Governor mark will be developing for the time being.</p> <p>Review structural changes - at introduce due to short time frame since implementation.</p> <p>Electronic record keeping - needs migrating - need a working party - LuP suggested it might be easier if each Governor had a dedicated 'Hazeldown Governor email address just for accessing Onedrive. Look at maybe half a days worth of ICT time being bought in to sort - LuP to contact IT technician to discuss.</p> <p>Minute taking - blank due to potential change of personnel.</p> <p>Review the quality of teaching and learning (ELT)</p> <ul style="list-style-type: none"> • In the Headteacher report - copied and pasted across. • Information is triangulated for each member of staff. • Other teachers being judged with good with outstanding features. <p>SLe - is strength of outstanding teaching in Y6? SL - Yes.</p> <p>Review and interrogate external data (SLe/SL)</p> <ul style="list-style-type: none"> • Thanks to SLe for formulating the document and providing some guidance for governors. • Questions arising and peer governor support. <p>Attendance (SL)</p> <ul style="list-style-type: none"> • Positive picture reported in the HTR. • Lots of the key children influencing previous reports have moved on so the persistent absence has improved. • Potential Y3 child on role but not attending at present. • Teaching team are aware of which children to focus upon in class. 			
5.	<p>Vulnerable Pupils (SRC)</p> <ul style="list-style-type: none"> • Changes in role have had some impact on capacity of key staff in this area. Looking at workload and trying to ease the situation. TLR posts will help to address this and he is taking time to work off-site. Discussed workload - hand over to Maxine is helping but still underway. There are still obviously implications in workload coping with one Deputy Head less. Will be tabled to look at within FGB as 			

	<p>part of the restructuring review.</p> <ul style="list-style-type: none"> ● Pupil Premium Strategy - should be completed and on website by Friday at the latest. Need to ensure that we are website compliant, discussed the governors section needing work - SLe advised governors of how important this is as it is the first thing Ofsted will look at before visiting - DD to forward copy of Attendance Register for inclusion on website. ● THRIVE only one trained practitioner but no longer licensed. Member of staff has been off long time but now on phased return. Will need to look at an alternative way of measuring impact of emotional support. Do have the progression framework which is tool for autistic children to support this work. KP advised that DCC were considering use of the Boxall Profile Report (alternative to THRIVE) but timescale uncertain. Suggested that the stand alone cost would be circa £150 per year. SRC / DD questioned whether we should just purchase from budget. ● This topic will need to be followed up in future reports. 			
6.	<p>Community (KP)</p> <ul style="list-style-type: none"> - Homework on the website - improved. - LP questioned whether reinstating homework club was being considered as this had been raised at Parents Evening - SL- yes it was being considered but ongoing staffing was not fully in place yet. - SLT to consider the list on non-pupil day. - Governors then to give feedback to parents - Kirsty volunteered to do this after the next SI meeting discussion. - Early Help are offering mental health for parents sessions which Kirsty is organising. 			
7.	<p>Curriculum (LP)</p> <ul style="list-style-type: none"> - Staff workload has been considered through a change in marking policy. LP reported that this has been positive. - LP would like to have a focus upon what happens in the afternoon in terms of early finishers within the SOLE sessions. - Homework on the website was noted and this has improved. - Subject folders need to be centrally available for visits. Agreed that LP/governors will email ahead 			

	<p>and all will be in the central place ready for the visit.</p> <ul style="list-style-type: none"> - Still need to see Sarah Cooke with a focus on reading linked to the School Improvement plan. Will do in the new year when there is data to consider and alongside a new governor in a shadowing role. - SRC has completed a visit linked to higher attaining pupils - very positive and report is pending. Buddy system and challenge within the classroom is working well. - LP not able to see Y4/5/R and this would be a pertinent area to visit. - Action at FGB - will need governors to sign up to curriculum visits for the rest of the year. 			
8.	<p>Safeguarding (SLe/LuP)</p> <ul style="list-style-type: none"> - LuP - very positive feedback from the children, knew who to speak to and were positive about the proactive work going on within the school. Generally felt that little bullying happens here that it was more of a problem within other schools. - LP - question over the issue within one of the Y5 classes - how effective is the action plan being? Individual parents have been spoken to at different levels. Things do seem to be improving at the present stage. Extensive SLT input has been involved in terms of addressing the problem. A short-term action plan won't address some of the longer term issues within some of the complex children. The class has needed additional support throughout the school. Not seen when walking into the class - it is underlying and deep rooted issues which are more complex to address and will take longer to address. - KP - why don't we move our classes around every year? Try very hard to get them right in the EY and keep a stable group together but then do have flexibility to move them if we need to. - DD - is the action plan making a difference? Yes, positive progress at the present stage but still being monitored and more action to take. - DD - are we convinced that the support on the 			

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	<p>playground is effective? Robust conversations with lunch time supervisor and this has been followed up with support in terms of holding the rest of the team to account.</p> <ul style="list-style-type: none"> - LP - behaviour policy, should we reduce the tolerance for some aspects of behaviour? This has been reviewed to ensure that there is equal focus upon all areas e.g. not distracting others in their learning. 			
9.	<p>SI Committee focus for the next meeting</p> <ul style="list-style-type: none"> • OFSTED update for governors • Report on the quality of teaching and learning • Attendance update for Autumn 2 (overall, PA, key groups) • Update on progress towards School Improvement Targets 			
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12	<p>Meeting Close -</p>			
Meeting Ends:				
Detail of next meeting:			Date/Time	
SUMMARY OF DECISIONS/DISCUSSIONS				
<p>These minutes are agreed by those present as being a true record.</p>				
Signed: (Chair of Committee)			Date:	