

Hazeldown School Governing Body

School Improvement Committee Meeting (Spring Term) – Part 1 Minutes					
Date/Time	29 January 2025 at 6:00pm				
Location	Hazeldown Primary School				
Chaired by	Dave Dawson				
Attendees		Role	Attendees		Role
Dave Dawson	DD	LA / Chair	Paul Hamilton	PH	Parent
Ruth Walters	RW	Co-opted Vice Chair	Kelly Harnett	KHtt	Parent
Stuart Ludford	SL	Headteacher	Cloudi Lewis	CL	Parent
Samantha Atkinson	SA	Co-opted	Tony Leney	TL	Parent
Jasmine Garswood	JG	Staff Governor			

In Attendance		Role
Kit Hardee	KHee	Associate Member
Tim Synge	TS	Clerk

Minutes to
Attendees
School website

Apologies		Role	Absent without apology		Role
Ruth Doughty	RD	Co-opted	Matt Hallett	MH	Parent

	Agenda	Led by
1	Apologies	Clerk
2	Declarations of Interest	Clerk
3	Minutes of previous meeting: 4 December 2024	Clerk
4	Matters arising from previous meeting: 4 December 2024	Clerk
5	Oral update from Headteacher	SL
6	Headteacher's Report on December 2024 data drop	SL
7	School Improvement Plan 2024/25	SL
8	Impact from this meeting	Chair
9	SI Committee focus for the next meeting	Chair
10	Next meeting	Clerk
11	AOB	Chair

Item	Details of discussion		
1	Apologies There were apologies received from RD. MH was also unable to attend. DD chaired the meeting.		
2	Declarations of Interest None declared.		
3	Minutes of previous meeting: 4 December 2024 The minutes of the previous meeting held on 4 December 2024 were confirmed as a fair record of that meeting. A set was signed by the Chair.		
4	Matters arising from previous minutes: 4 December 2024 There was a single matter arising from the last meeting.		
	SI 24/03	Clerk to timetable a session on performance data (including Analyse School Performance ("ASP") data in addition to the IDSR) for the spare Spring Term SIC meeting slot.	This additional meeting of SIC will take place on 19 March 2025.
5	Oral update from Headteacher SL reported on matters arising since his last written report to FGB. <i>Canopy</i> The <i>canopy</i> outside Maple and Cherry classes was blown down in recent gales and is no longer useable. The area has been made safe. A decision will be required on a suitable replacement as repair is not possible. The School is following up with its insurers to investigate the insurance position. <i>Bromcom</i> The transfer from SIMS to the new <i>Bromcom MIS</i> has not been as smooth as all parties indicated/anticipated. Third parties have not adhered to agreed dates and this has caused significant problems in the middle of the term. The School Office team have risen to the challenge admirably. When fully up and running with all data transferred across, the new system will be good, for example in terms of its attendance analysis capabilities. The School has had to use paper-based registers for the last two weeks and it is hoped that online registers will be active from the start of February. The problems have also affected some aspects of the School's finance activities: no ordering has been possible and no work can be done on compiling the 2025/26 budget. This means inter alia that compliance with the budget timetable is unlikely to be possible. It will also make it difficult to obtain meaningful data for the Finance Portfolio report which is due to be tabled at the next FGB.		

5	<p>Oral update from Headteacher (continued)</p> <p><i>Bromcom (continued)</i> SL wishes to make Governors aware of the impact on School operations and to acknowledge the excellent response of the School Office team. The new MIS will also support safeguarding (although a decision may be made to stay with CPOMS), administration and management of behaviour, and medical records (which will be of benefit for school trips, risk assessments etc).</p> <p><i>Site Manager</i> The School's <i>site manager</i> is leaving. A new appointment has been made; the postholder will be phased in as he completes some existing outside commitments. An announcement will be made to staff and parents at the end of the week. The new postholder is related to a member of School staff, however that individual was not involved in the recruitment or decision-making process, which followed the School's normal practice.</p>
6	<p>Headteacher's Report on the December 2024 data drop</p> <p>SL introduced his report on the December 2024 data drop. He reminded Governors that some long-term staff absences had inevitably had an adverse impact on consistency. His assessment was that things were now back on track. Staff knew where children were in terms of performance and knew what actions were required for each child. KHee added that the School possessed useful data for comparing the progress of children from July to December taking into account the change of year group. Performance could be affected by the long summer break and by the presence of a new/different teacher in September. The data showed those children who were meeting age-related expectations and identified those who were above or below ARE. It also identified those who were out of year and tracked their performance.</p> <p><i>Turning to the report, TL asked for an explanation for the context of the reduction from 45 to 41 in the number of SEND-registered children.</i> KHee explained that there were two principal reasons for this; firstly, children in Year 6 had left and, secondly, the School had reviewed the registration of a small number of children on the advice of James Crompton, a senior SEND Adviser at DCC, and removed these from the register after due consultation with (and with the agreement of) parents. Some discussion about this ensued and it appeared that there may be some tension between the approach of DCC, which seems to be keen to reduce overall SEND numbers against the background of pressures on its SEND budget, and the advice of Ofsted, which was that it is for the professional staff in each school to use their best judgement in deciding which children should be on the SEND register.</p> <p><i>There were several written questions on the data report and these are appended to these minutes.</i></p>

7	<p>School Improvement Plan 2024/25</p> <p>SL introduced the annotated School Improvement Plan 2024/25. He reported that progress was pleasing in many areas with a lot of actions completed.</p> <p>In relation to Curriculum, some data on reading was still awaited. SL explained some of the work being done in relation to writing, including attention in CPD sessions to modelling, scaffolding and metacognition; this focus would have a positive impact on writing outcomes.</p> <p>In relation to Teaching & Learning, there was continued emphasis on feedback and a lot of work was being done with staff, as described in the annotated Plan.</p> <p><i>PH observed that references in the annotated Plan suggested that parental engagement was good.</i> The introduction of some training for parents was a positive initiative and fulfilled some of the objectives of the Sure Start scheme which is no longer available in Devon.</p> <p><i>RW asked how the coaching element of the Plan was progressing.</i> KHee explained that much of this was in-house and usually by means of short drop-in sessions. Staff were focusing on key priorities contained in the School Improvement Plan. This coaching was aligned with the Teaching & Learning objectives and the new Curriculum Lead was doing important work to support this coaching.</p> <p>Finally, KHee drew attention to the work being done with nationally acclaimed expert Mark Rowland (from Unity Research School) on Pupil Premium.</p> <p>Turning to the Governance section, DD highlighted recent changes including the addition of the forthcoming mentoring session on performance data and the IDSR at the next meeting of SIC. In other areas, much of the identified Governor activity was ongoing rather than having a specific completion date. He added that it was important that Governors remained aware of the Ofsted inspection cycle; now was the time to start preparing for the next Ofsted visit.</p> <p>He reminded Governors of their ongoing strategic commitment to investigate the merits and drawbacks of joining a MAT.</p> <p>Action: Clerk to scan DCC and other sources for open days or similar opportunities for Governors to visit local MATs.</p>
8	<p>Impact from this meeting</p> <p>DD highlighted the annotated School Improvement Plan and the amount of work completed by the Senior Leadership Team and by all staff in progressing the contents of the Plan. Governors recognised the hard work being done by staff and their commitment to their workload. Parental engagement with the School appeared to be good and there was evidence of positive progress in many areas.</p>

9	<p>SI Committee focus for the next meeting</p> <p>The additional SIC meeting this term will be built around a session on performance data, including Analyse School Performance (“ASP”) data in addition to the IDSR. RD will have some input to this and members of the Senior Leadership Team will also be invited to contribute.</p>
10	<p>Next Meeting(s)</p> <p>FGB1 will take place on Wednesday 12 February 2025. This will include regular portfolio reports on Finance and on Safeguarding.</p> <p>There will be an additional SIC meeting on Wednesday 19 March 2025 and this will be followed by FGB2 on 2 April 2025.</p>
11	<p>AOB</p> <p><i>Staff Governor</i> DD reminded Governors that JG’s term of office as Staff Governor was due to end shortly and that this was therefore her last meeting. In addition, she was due to start maternity leave very soon. He acknowledged her efforts and her contribution to the work of the Governing Body and thanked her for her input. The presence of a teacher on the Governing Body provided fresh insights and a different perspective and this was a valuable role. Governors echoed their thanks and best wishes to JG.</p> <p><i>Romania</i> The Clerk advised Governors that he would be relaying an invitation from the Forest School Leader to attend her forthcoming assembly on Romania, which is scheduled for 2:30pm on 24 March.</p>
	The meeting ended at 07:35pm.

Summary of proposed actions		
SI 24/04	Clerk to scan DCC and other sources for open days or similar opportunities for Governors to visit local MATs	Clerk

Summary of decisions		

These minutes are agreed by those present as being a true record.	
<p>Signed (Chair of Committee)</p> <p>Name:</p>	<p>Date:</p>

Addendum to minute of item 6: Headteacher's Report on the December 2024 data drop

6	<p>Headteacher's Report on the December 2024 data drop (continued)</p> <p><i>There were several written questions on the data report and these are reproduced below.</i></p> <p><i>DD: Fine motor skills are noted as a significant area of weakness for some children in FS – is there any communication of this to parents / carers to encourage support in the home environment?</i></p> <p>SL: Parents are invited to meet with teachers three times a year during their child's special week where we communicate how children are progressing. Any issues with fine motor skills are shared with parents and ideas and resources are provided to support at home are also shared. In addition, children who struggle with fine motor needs often have other specific needs and these children have individual education plans which are sent home termly to parents which offers further insight into their needs.</p> <p><i>DD: Y1 - Do you consider the attainment difference between Willow and Maple to be solely down to the staffing issues or are there other factors in play?</i></p> <p>SL: Long-term absence in Willow class is the reason for the difference in outcomes. The nature of the absence meant it was needing to be covered in short term bursts, with repeated uncertainty over potential return dates. We were not able to secure long-term consistent cover and it was only when the new Willow teacher was appointed and able to start at the end of November that the children were able to start moving forwards. We have more secure TA time in the classroom to support now as well, rather than 'borrowing' TAs from another year group as we had to in the autumn.</p> <p><i>DD: Y2 - It is noted that there is negative progress across the year group in maths, has the maths lead been involved in reviewing this data and assisting with an action plan?</i></p> <p>The negative progress at ARE is a 6% drop from the position at the end of the previous year. This equates to 3 children. Above ARE is a 7% drop – again roughly 3, possibly 4 children. SD monitors the Maths data but the primary focus is from ES as team leader through pupil progress meetings.</p> <p>Some of the children who have made negative progress are children identified as needing extra support, and have IEPs in place, which is new for those children this year. The expectations in maths are higher in Year 2 and we often find children struggle in the Autumn term due to the 'meatiness' of the Autumn term objectives (Place Value, Addition and Subtraction).</p> <p>The children identified are in maths intervention groups, and interventions have been planned carefully using the QLA objectives that the children didn't achieve. Morning arithmetic work is also based on these objectives. Additionally, they are the focus children for guided groups in main maths lessons.</p>
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Addendum to minute of item 6 (continued)

6	<p>Headteacher's Report on the December 2024 data drop (continued)</p> <p><i>DD: PP cohort - There appears to be disappointing progress from July 2024 to December 2024. How likely is it that staff workload, staffing changes and embedding a new structure have impacted this?</i></p> <p>First of all, the restructure certainly hasn't had an effect on the attainment for PP children: neither the outgoing Deputy Head nor I had/have a teaching commitment for PP children, so cannot directly influence their progress.</p> <p>I do, however, have a responsibility for improving teaching and learning, and there are clear SIP foci (including modelling, scaffolding, metacognition, oracy, feedback and articulating learning) which form coaching sessions (as part of appraisal). This should have a positive impact on ALL pupils (including SEND and PP) as the academic year continues to progress.</p> <p>You are right in the way you are reading it (comparing year 2 July with year 3 Dec). This is something new that I changed for this year so there is more of an 'ongoing' journey. We have also done the same with the class matrices (showing progress from July to Dec) and gave time to complete the grids as a whole staff session. This helped us monitor the accuracy of teacher's judgements and enabled us to make teachers aware of the trends from July to Dec: it is quite 'normal' for children to end the year in July as ARE but then be just below ARE at the first data drop in their new year group (especially in maths due to the objectives covered in the Autumn term). As disadvantaged children are usually quite 'cuspy' they have been impacted by this comparison.</p> <p>It's also worth noting that in some classes, there are only 2 PP children, so if one child has 'regressed' it would affect that figure by 50%. Finally, last year's year 6s were quite a high-performing pp cohort (80% of them were ARE in Reading at the end of the year). Therefore, now they have moved on, the overall PP figures have been negatively affected.</p> <p>Additionally, the long-term staff absences in year 1, 2 and 6 would have had a detrimental affect on the data.</p> <p>We have had detailed discussions about pupil premium children during recent pupil progress meetings and are confident that our teachers know their children really well and have clear actions/interventions in place.</p> <p>Furthermore, it's worth celebrating some of the 'wider strategies' that have improved attendance, engagement and behaviour in school for several of our PP children. This has included funding peripatetic music lessons and breakfast club. These children will still be working below ARE but their progress has been remarkable.</p>
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