



The Federation of Bedenham & Holbrook Primary Schools

**MINUTES OF THE FULL GOVERNING BODY MEETING OF THE FEDERATION OF
BEDENHAM AND HOLBROOK PRIMARY SCHOOLS
HELD ON MONDAY 24th APRIL 2017 AT 6PM**
Held at Bedenham Primary School

Present: J Heath (JH) Co-opted Governor CHAIR
 T Potter (EHT) Executive Head teacher (left the meeting at 7.15pm)
 K Lethbridge (KL) Local Authority Governor
 A Foice (AF) Staff Governor
 G Cull (GC) Co-opted Governor
 M Wise (MW) Co-opted Governor
 G Beggs (GB) Co-opted Governor
 L Newman (LN) Co-opted Governor
 L Dovell (LD) Co-opted Governor
 S Reed (SR) Co-opted

In attendance: Z Dudley (ZD) HOS Holbrook Associate Member
 C Harman (CH) New Local Authority Clerk
 C Wood (CW) HOS Bedenham Associate Member

Apologies: C Landon (CL) Co-opted Governor
 A Williams (AW) Co-opted Governor

Absent: I Wood (IW) Parent Governor

Quorum: Present: 7 required

Agenda		ACTION POINTS
1	<p>Welcome and Apologies for Absence: The chair welcomed everyone and started the meeting at 6.00pm. The chair confirmed that apologies had been received and accepted from CL and AW It was noted that IW was absent.</p> <p>The clerk declared a quorum.</p> <p>The chair explained that A Jones was no longer able to be a parent governor. It was discussed whether it would be easier for GB to take the position of a Parent Governor and then recruit a Co Opted Governor. It was decided that a new Governor would be recruited for the Co Opted vacancy, and GB would be the new Parent governor.</p> <p>The chair said that TP's verbal report would be moved to number 4 on the agenda as TP was feeling unwell.</p> <p>The chair explained that this would be LD's last meeting as she has resigned for</p>	<p>TP to invite parents to fill a governor vacancy</p>

Approved at FGB and signed by Chair of Governors:



	personal reasons. The chair thanked LD for all of her hard work.	
2.	Declarations of Pecuniary Interests: None	
3.	Agree Any Urgent Business: TP said she would like to discuss the Pupil Premium review and visit, but would talk about this in her verbal report.	
4.	<p>HT verbal report</p> <p>TP explained about staffing Holbrook:</p> <ul style="list-style-type: none"> - The early year's teacher that left has been re-employed. - There is still a vacancy for a point five teacher and skill 2 teachers for year R and year R/1. - A member of staff is still on long term sick leave and a meeting will be held to discuss what is happening. - Another member of staff has returned to work on a phased return. <p>Bedenham:</p> <ul style="list-style-type: none"> - Requires at least one key stage two teacher. - AF has decided to retire at the end of the year and therefore a new Staff Governor would be needed. - - The site technicians have had their induction and have started working. <p>Chair asked: How is this working out with the new site assistants?</p> <p>TP said that both were hands on and getting used to this new way of working.</p> <p>TP continued:</p> <ul style="list-style-type: none"> - The schools are not fully staffed. - The schools have advertised for both fixed term and permanent contracts. This is to encourage more teachers to apply as fixed term contracts often only appeal to NQTs <p>Governor asked: What is the contingency?</p> <p>CW and TP said that if unable to appoint at Bedenham there are quality HLTA's who would cover. It is the same situation in Gosport with a lot of the schools. They have interviewed teachers before but the quality just wasn't there. Similarly at Holbrook there are HLTAs who could take on teaching roles</p> <p>Governor asked: What percentage of the staff is NQT?</p> <p>TP told the Governors that in Holbrook there are 2 out of 13 classroom teaching staff who are NQTs and one out of 12 at Bedenham. Often HLTAs are better than some of the candidates we have recently had</p>	

Approved at FGB and signed by Chair of Governors:



Governor asked: Could any of these HLTA's become a teacher?

ZD explained that they are all in different situations. They don't have degrees so would need to go back into education and although there are ways this can be done part-time it obviously has financial implications and if they have young children this can also be a deciding factor.

TP continued:

- Holbrook SEF had two sections to be completed but this has not been done due to her illness. CW and TP will be looking at the Bedenham SEF following the pupil premium review
- TP wanted to focus on Pupil Premium this session.

TP then explained to Governors that she wanted to split them into pairs so that each pair could focus on one of the seven points recommended by the teaching schools council which needs to consider with pupil premium.

TP started by looking at point 1:

- 1. Whole school ethos of attainment for all: School have an ethos of high attainment for pupils and avoid stereotyping disadvantaged. Pupils as all facing similar barriers or having less potential to succeed.**

TP said that she felt we had a long way to go have this whole school ethos as she feels some staff still see "disadvantaged = can't achieve".

ZD explained that all staff know who the pupil premium children are. This is 51% of pupils at Holbrook. The question is have we pushed staff into the ethos of identifying these pupils without really thinking about what they need in addition?

CW said that we ask staff to look at the barriers to their learning.

TP explained that it's not that simple and we need to unpick these barriers more and become more precise.

The Governors broke off into pairs to discuss each section and then fed back to the group.

- 2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.**

Governors fed back:

- **We feel there is a lot in place for managing attendance and behaviour, including the golden board and ELSAs.**



TP went onto explain that Pupil Premium attendance is slightly lower than non pupil premium pupils. The school sends letters about poor attendance but are we acknowledging good attendance enough. Are we doing enough to manage attendance? ZD said that in Holbrook only 24 children had 100% attendance in Autumn and Spring; just two children in year 6 and only one child in reception.

TP noted that currently if the pupil gets 100% for the term then they receive praise in the form of a nice skating voucher. There was discussion as to whether this is valued enough so the possibility of organising go karts in the playground or similar ie something that all other pupils could see has been suggested by the LLP.

Governor asked: For these absences was there any consistent answer?

ZD said "illness"

CW said that a child could want to come to school but a mum is not organised and they use the excuse that their child is unwell.

TP said that if the child is not in school then with the best will in the world they can't learn. She asked the Governors whether they would like to look at a very visible reward and what the cut off for being included in the reward should be. It could be for example that a child has a medical condition and has time off due to illness which can't be helped; should we make allowances for this or do we stick rigidly to 100%

Governors started to discuss the idea of it just being 100%.

ZD raised the point that potentially a child could have had 100% in previous terms and not quite hit 100% this term and therefore miss out

A discussion took place between all Governors and the following points were raised:

- **Do we need a more tangible reward such as cinema tickets?**
- **An award that could benefit parents as well?**
- **A visual graph would help so the child could see how they were doing.**
- **What about if a child was taken on holiday by parent – would it be fair they don't get it, as it wasn't their choice?**
- **We need to be making the experience at school irresistible.**
- **Encouraging older children to come in on their own.**
- **Could the reward be an extra 5 minutes on the playground?**
- **Could it be 98% attendance?**

It was agreed that a more tangible reward would be good but that there should be a little bit of flexibility around the % and individual circumstances should be considered. Further each school will award a trophy weekly in assemblies for the classes with the highest attendance – in addition these classes could also have an extra five minutes playtime.

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3. High quality teaching for all: Schools emphasise quality teaching first² and provide consistently high standards by setting expectations, monitoring performance and sharing best practices.

Governors fed back:

- **The schools do this through curriculum texts. But there is the need for better assessments.**

TP asked does anyone think we don't work towards meeting point three.

The chair felt that there was good quality teaching but acknowledged that this is not consistent enough, recognising that there have been some staffing issues which have impacted on this.

CW said there was a high expectation of what children do in the mornings but that the afternoons are not as strong. ZD noted that improvements to the curriculum overall have a positive impact on the afternoons and assist in the raising of standards. Both schools are continuing to develop their curriculums.

TP assured governors that it was high on their agenda to ensure the consistency of quality first teaching.

4. Meeting individual learning needs: Staff identify each pupils challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning, needs and group support for pupils with similar needs.

Governors fed back:

- **Both schools have interventions and consider individual needs.**

TP asked the governors to consider do staff unpick barriers sufficiently well? It was felt that greater precision around this would be beneficial.

5. Deploying staff effectively. Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils learning.

Governors fed back:

- **There are too many pupil premium pupils for these to be entirely taught by the best teachers. All teachers need to be good!**
- **Teachers need to ensure they are working with all groups within the classroom and that it isn't always the TAs who are deployed to work with the most challenging**
- **There is a possible need to deploy support staff more effectively.**

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TP explained points 3, 4 and 5 are all linked. The schools have spent the last few months improving teaching and this will be an ongoing focus. We do tend to ensure strong teachers and support staff are within key year groups, for example as far as is reasonable we wouldn't put NQTs into Year 6

- 6. **Data driven and responding to evidence: Teachers use data to identify pupils learning needs, review progress every few weeks and address under performance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.**

Governors fed back that there needed to be consistency.

A discussion then took place with the Governors:

- **We are micro managing data but does it make a difference?**
- **SAT results were supposed to be good last year based on predictions for Bedenham but look what happened.**
- **If we don't do it how do we identify children in need?**
- **How do we identify underperforming pupils quickly?**

- 7. **Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment rather than expecting low aspirations and variable performances. They share their thinking and invest in staff training.**

Governors fed back:

- **We do have high aspirations.**
- **But there is still an element that it comes down to the year 6 or year 2 results.**
- **Schools have always given staff a data range within performance management objectives and not a specific % attainment – this allows for example for changes in pupils mid-year or similar.**

Governors agreed that sometimes set targets do not work and staff can lose confidence if they do not feel they are achievable. TP explained that they set a target of a particular % increase in the number of children reaching ARE rather than a blanket % for the whole school, this allows for differences between the classes.

TP summed up that work needs to be done on attendance, CPD with regard to unpicking barriers further and a continuing focus on improving the quality of teaching overall.

Governors asked: Could year 5 keep the same teacher as they move to year 6?

KL to feed back to TP when she can meet so that TP can set up a meeting (KL by end of week)



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	<p>TP explained this is not always possible or indeed appropriate</p> <p>TP told Governors that there is a pupil premium review booked for Bedenham. An adviser is visiting on 15th May and would like to meet with a group of Governors.</p> <ul style="list-style-type: none"> • MW TBC and will feed back if he can make it. • KL TBC and will feedback if she can make it • GC confirmed • LN confirmed <p>Governors asked: Could this visitor be shadowed?</p> <p>TP confirmed yes, this shouldn't be a problem.</p> <p>TP asked Governors to meet with her before the meeting to go through some important points in relation to pupil premium so they were fully prepared.</p> <p>TP provided governors with some information from the Education Endowment Fund which identifies the cost and impact of strategies that can be employed with regards to pupil premium funding and the relative value of them e.g. good quality feedback to pupils costs very little but can have a massive impact whilst research shows that Teaching Assistants cost a lot but have very little impact. TP did point out that in terms of teaching assistants their value is determined mainly by how they are used and how skilled they are – both schools feel they have a superb range of teaching assistants, however they recognise that with budgetary constraints it will be vital to ensure their deployment is tightly managed and focussed.</p> <p><i>Post meeting note: Governors who want to be involved in the pupil premium review are meeting with TP at Bedenham on 10th May at 1:30pm and will meet with the adviser on 15th May at approximately 11am (though they will be welcome to be present for more of the day).</i></p> <p>TP left the meeting at 7.15pm</p>	
<p>5. a</p>	<p>Governance</p> <p>The chair explained that there was a small working party of Governors who met to discuss producing an action plan following the Review of Governance. They are GC, GB, KL, AW and the chair.</p> <p>The Chair said that the action plan was still an outline and that the working party will need to meet again. There were some quick wins that could be taken forward early:</p>	<p>Send out skills matrix to all Governors (Chair/Next FGB)</p>

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<p>5. b</p>	<p>a. Send out NGA skills matrix b. Re-establish Policy Review Group c. Reduce number of confidential minutes d. Review training records and establish Individual Development Plans e. SIP to be numbered f. GC to sit on Pay committee rather than JH g. Governors to ask at least one question each at meetings</p> <p>The chair explained she would send out a skills matrix for everyone to complete.</p> <p>The chair then asked if the Policy Review Group (PRG) still exists. It was confirmed yes, but hadn't met recently</p> <p>CW felt this group worked better than having the bulk amount of Policies at each FGB.</p> <p>The chair then suggested how the PRG should work:</p> <ul style="list-style-type: none"> - Held termly - It will be able to approve some policies - Needs to be embedded more - The PRG should take brief notes about what was discussed and what changes have been made. <p>The chair moved on to explain that as part of the action plan the number of confidential minutes should be reduced.</p> <p>There is also a need to review Governors training records. AW would be specifically looking at this.</p> <p>The chair explained that Governors should challenge more. The Chair suggested that all Governors should endeavour to ask one question at FGB meetings, which could be sent in advance.</p> <p>A discussion then followed about developing the Federation further and that one of the ways to do this was to make changes to the website so that it looked more "federated".</p> <p>There was concern from Governors that parents were promised that schools would retain their identity.</p> <p>however the chair commented that as finances will be tight in the future, we may have to work more as a federation and parents may not agree with some of the decisions made, but they would be kept informed of any changes</p> <p>Governors also commented here that there was an expectation that they should know and understand everything but this isn't always possible. Points raised were:</p> <ul style="list-style-type: none"> - It is Ofsted's expectations that we understand everything 	<p>Look at the policy review schedule and see if this ties in with FGB's (Chair/CW by next FGB)</p> <p>LN to give training records to AW. (LN by next FGB)</p> <p>Amend child protection</p>
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<p>5.c</p>	<ul style="list-style-type: none"> - Governors don't need to look at everything in depth, but governors with specific responsibilities should build up their knowledge and expertise and pass on basics to other Governors. - This may be why recruitment is so hard. <p>The chair confirmed that as LD is leaving, GC will take on Safeguarding.</p> <p>Safeguarding LD explained that she had produced the Safeguarding Report as she was standing down and wanted to ensure she had completed all the necessary actions. LD raised with CW that the child protection policy on the website is still just the template. CW agreed to look at this.</p> <p>LD also explained that all Governors were required to complete the safeguarding matrix.</p> <p>LD said she has really enjoyed the Safeguarding role and has hopefully made a difference.</p> <p>The chair confirmed that she had and had supported and challenged the Heads of School very well during her time as Safeguarding governor.</p> <p>Prevent duty and Fundamental British Values report</p> <p>CW told Governors they have been introducing this by celebrating Remembrance, the Queen's Birthday, etc. During Remembrance, children could wear their scout, brownie, guides uniforms. There have been several assemblies involving the five values and there are displays around school. It is well embedded at Bedenham.</p> <p>ZD said that it is not as embedded at Holbrook, but some teachers have made an effort to develop it.</p>	<p>policy on website (CW/By next FGB)</p> <p>Action: CW to check website policy. Done</p>
<p>5.d</p>	<p>The chair then asked whether Holbrook was planning to embed it more?</p> <p>ZD explained they were waiting until after Ofsted and then will do more work in this area.</p>	
<p>5.e</p>	<p>The chair asked whether ZD could learn from CW?</p> <p>ZD said that some of the displays just haven't worked and it is still "work in progress".</p> <p>Governor asked could schools share resources?</p> <p>CW confirmed that they do share resources.</p> <p>ZD confirmed Prevent Duty training is done in September. She is undergoing training to be able to roll this out to all staff. The chair suggested it could be done</p>	<p>Give essential training list to AW (LN/By next FGB)</p>

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	<p>across the Federation.</p> <p>Governor Visit Forms There were no further questions on these forms</p> <p>Training Feedback LN confirmed that there is essential training that all Governors need to complete and AW could find this useful in the work she is doing.</p>																																	
<p>6.</p>	<p>Minutes of Previous FGB Meeting 13th March 2017: The minutes had been previously circulated. The confidential minutes were tabled.</p> <p>Approval: The minutes were approved as a true record and signed by the chair.</p> <p>Matters Arising and Actions Agreed:</p> <table border="1" data-bbox="264 981 1177 1926"> <thead> <tr> <th>Action Number</th> <th>Agenda reference</th> <th>Action Required</th> <th>Who By</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>8</td> <td>Complete governor safeguarding checklist and return to clerk by 13/3/17</td> <td>IW, MW, GC, AJ and AW. Still required from IW, and AW</td> </tr> <tr> <td>42</td> <td>7</td> <td>Draw up CPD plan for May 2017 FGB</td> <td>EHT To be carried forward</td> </tr> <tr> <td>43</td> <td>7</td> <td>Pupil premium strategy group meeting by June 2017 at Bedenham</td> <td>EHT To be carried forward as this is for June</td> </tr> <tr> <td>44</td> <td>10</td> <td>Return governor self-evaluation form to the clerk by 13/3/17</td> <td>All This is now complete</td> </tr> <tr> <td>46</td> <td>11.d</td> <td>Circulate revised federation vision statement</td> <td>JH This is now complete</td> </tr> <tr> <td>47</td> <td>5</td> <td>Request fundraising report from PTAs for the next newsletters</td> <td>ZD/EHT This has been requested so is complete.</td> </tr> <tr> <td>48</td> <td>7</td> <td>Ask IW to attend pupil premium meeting 4/4/17</td> <td>EHT This is now complete</td> </tr> </tbody> </table>	Action Number	Agenda reference	Action Required	Who By	26	8	Complete governor safeguarding checklist and return to clerk by 13/3/17	IW, MW, GC, AJ and AW. Still required from IW, and AW	42	7	Draw up CPD plan for May 2017 FGB	EHT To be carried forward	43	7	Pupil premium strategy group meeting by June 2017 at Bedenham	EHT To be carried forward as this is for June	44	10	Return governor self-evaluation form to the clerk by 13/3/17	All This is now complete	46	11.d	Circulate revised federation vision statement	JH This is now complete	47	5	Request fundraising report from PTAs for the next newsletters	ZD/EHT This has been requested so is complete.	48	7	Ask IW to attend pupil premium meeting 4/4/17	EHT This is now complete	
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	49	8	Send collated self-evaluation form to the chair (clerk) completed	Clerk This is now complete		
	50	9	Update complaints policy and send to next meeting for approval	EHT Carried forward to next meeting		
7	Policies for Approval/Ratification:					
7.a	Approve Federated Vision Statement (attachment i) - The Vision Statement was agreed and needs to be added to the Federation page of the website.					
7.b	Approve Complaints Policy – This policy was sent out via email but some Governors had problems opening it, therefore this is carried forward to the next FGB to give everyone chance to read fully.					
8.	Correspondence: The chair confirmed that there was no correspondence circulated due to the Easter Holidays. The clerk will send school communications weekly.					
9.	Any Other Agreed Urgent Business: None.					
10.	Items for Next FGB meeting 22nd May 2017 at Holbrook School 6pm: Focus: Finance, Premises and Health and Safety Sian Kelly and Sue Pellatt to attend <u>Finance:</u> <ul style="list-style-type: none"> • Review/monitor spending against current budget plan • Approve new revenue budgets • Approve 3 year strategic plans • Approve capital budgets and planned expenditure <u>Premises:</u> <ul style="list-style-type: none"> • Premises and maintenance plan • H&S • Security H&S termly web forms Other:					

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	<ul style="list-style-type: none"> • Approve Governor Allowances • Staff training and CPD plan to include middle leadership team training and development. • Approve Health and Safety Policy • Approve Data Protection policy • Approve Complaints Policy <p>The chair said a final thanks and goodbye to LD and ended the meeting at 8:05pm.</p>	
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Agreed action points from the meeting

Action Number	Agenda reference	Action Required	Who By
51	1	Invite Parents to fill governor vacancy	TP
52	4	Feed back to TP when she can meet so that TP can set up a meeting	KL
53	5a	Send out skills matrix to all Governors	Chair
54	5a	Look at the policy review schedule and see if this ties in with FGB meetings	Chair
55	5a	Give training records to AW.	LN
56	5b	Amend child protection policy on website	CW
57	5e	Give essential training list to AW	LN

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