

Haselworth Primary School

Stone Lane, Gosport, Hampshire, PO12 1SQ Tel 023 92583657

Email: admin@haselworth.hants.sch.uk Website: www.haselworth.hants.sch.uk

Headteacher: Mrs E. Steele Chair of Governors: Mr C. Roast School Business Manager: Mrs M. Leask



Minutes of the meeting of the Full Governing Body ("FGB") held on Wednesday 27th March 2019 at 17:00 hours at the School

Present:

Christopher Roast	Co-opted Governor (Chair")		
Philip Bleckly	Local Authority Governor	David Williams	Co-opted Governor
Emma Steele	Headteacher	Kate Powell	Parent Governor
	Co-opted Governor	Victoria Wright	Co-opted Governor
Sian Hosmer	Staff Governor	Nicola Cameron	Co-opted Governor
Sarah Woods	Co-opted Governor	Alison Allsopp	Co-opted Governor

Apologies: Co-opted Governor

Melvin Piper

In Attendance:

Natasha Kafoor	Clerk to Governors
Tim Lett	SENCO – 17.02
Mary Leask	Business Manager
Julia Millard	New Co-opted Governor – 17.02



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Agenda Item		Action
1.	Welcome, Apologies and Absence. The chair opened the meeting at 5pm prompt and welcomed the governing body to the meeting. Apologies were received and accepted from MP.	
2.	Appoint new Co-opted Governor. CR advised the Governing Body that an application had been received for a new Co-opted Governor – Julie Millard – Staff member for over 5 years, who now wished to be involved with governance. Governors unanimously agree the appointment and JM and TL enter the room at 17.03.	NK to add JM details to CWA.
3.	Agree any AOB. There was no urgent business listed for discussion.	
4.	Annual SEND report. Governors were directed to the previously shared SEND report available on the school website and document sharing area. TL the newly appointed SENCO advised the governors that the data clearly showed that progress was being made however this progress is not granular and linear. TL advised that non - SEN children tended to make linear progress compared to SEN children. The steps of progress are smaller, therefore tracking the progress is difficult. Governors were advised that this meant that attainment is not where staff would like it to be. TL confirmed that tracking SEN children has now been changed, in order ensure the small steps are being made. Governors were	



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	advised that a new software has been purchased, that includes a provision planner. Governors raised the following questions: GQ: You used the term granular. Can you explain further please? A: Finer knowledge detail of the subject group. TL provided the governing body with an example of a SEN child that can make some steps, but not all, highlighting how this is difficult to show progress in target tracker alone. ES reminded the governing body of the importance of insuring the correct measures are taken to ensure children at the school progress. GQ: All LSAs have undertaken training on how to support girls with Autism.” - 2 questions: 1. What support do autistic boys get? 2. Will the additional training the LSAs are receiving, change the way they are deployed? The training focused on Autism in Girls as recent research has highlighted that, whilst the incidence of Autism in Girls is equivalent to that of boys, girls tend to be under diagnosed due to their more developed social skills and steeper maturity profile. Autistic boys continue to receive the same levels of support as before. ES explained that – Training from IPP and from the SENCO predecessor is helping. That further CDP in place, as well as a plan to meet with LSA and TL to address training. GQ: Can you explain what the Attainment table is, and what the numbers related too? A: This is the target tracker progress. The Governors were advised that the average child is expected to take one step of progress each half term. SEN survey 30 panels, 10 responses.	
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80% parents knew who could come to in school to discuss something with. Governors discuss the new role of the SENCO and the SEND Governor. It was noted that the SEND Governors is not known to parents, and governors wished for this matter to be addressed as the school year progressed.

Q: How often do you share reports with parents?

A: Annually.

TL advised the governing body that he is currently looking at ways to make SEN area and information to make it more accessible to parents who need it. 20% of parents advise that there is not enough information. Although governors were assured that this will be rectified as the work in provision tracker begins.

TL further advised that 30% of parents felt there was some concern that their child was not receiving the right support.

However, 50% of parents stated they were happy with the targets set. Whereas 70% of parents advised that they didn't feel confident approaching staff regarding concerns.

The governing body discussed the results in further detail and TL confirmed that unfortunately there is a delay in paperwork which led to the negative feedback. Governors were advised that there is a 16-week timeline involving EHCP, Meetings with Educational Health officer, S&L appointments. TL advised the governing body that he is being very clear with parents how long and unknown the process is.

GQ: in relation to the SEN report, for my understanding, what are the reasons for our SEN children with an EHCP being so low against the national average?

A: ES advised that as TL explained historically, the paperwork has been delayed Now TL is in post, ECHPS are being processed quicker.

GQ: Is the school given additional funding?

A: No, the school self-funds the first ?? hours.



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	ES explained that the aim of the plan, is that it will follow the child from school, through till age 15, so it is imperative that the information is correct. The governing body discussed further and acknowledged that it is a difficult process, TL confirmed that the process is improving, and becoming more rigorous. ES confirmed that there have been reviews to the budget to ensure the right tool kits are valuable to TL and staff. ES explained to the governing body that now the school ensures the time that the Educational Psychiatrist is at school is used n more efficiently. Governors thanked TL for his report and CR reminded governors to email TL with any further questions regarding the report. TL left the room at 17.25.	
5.	Budget Review and SFVS ML shared a further updated budget review with the governing body. Items of note include: • Governors were pleased with the saving variances in the updated plan • Governors were pleased with the saving is non pay expenditures due to subscriptions and savings in utilities. • ML advised that there are still some expenses to pay before the end of the financial year and the end of year balance will be approximately £40,288/Forty thousand, two hundred and eighty pounds. • With an estimated carry forward of £35,000/Thirty-five thousand pounds. GQ: Does the supply staff cost include the wage of the new Headteacher? A: No this will be from the new tax year - April 2019.	



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	ES reminded the governing body that there has been an in year overspend at the school, and any in year deficit will be reduced, as the year continues. ML advised the governing body that the budget set for 19/20, was based on the 2018 census of children on roll. Previously this was 137 children, which equated to £730,000 - which equates to a £40,000 variance. GQ: Does this figure include the Pupil premium (PP) figure? A: Just SEN. Governors were advised that the PP figures for the year is £83,000 and was previously £79,000. ML reminded the governing body that the responsibility will be with new headteacher, where the resources will be monitored and changed if necessary and this will need to be approved by the GB. Devolved budget: The governing body were advised that there is potential to use this budget for the resurfacing of the playground, and new markings. Governors were pleased by the suggestion and agreed that this would be a sensible investment and would enhance the aesthetic of the school. Ladybird Afterschool club: Governors referred to the detailed budget plan and noted that there was again an in-year deficit. A discussion took place among the governing body regarding the school budget supporting Ladybird for the venture to start at a zero balance. ES noted that the bursary provision has offered the option of child care over the school holidays which will be of benefit to local families.	ML to share previous census report with GB
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	GQ: Can the deficit be recouped? A: ML explained that the recent wage increase for the non-teaching staff, has had an impact on the venture's overheads. Governor's further discussed the fact that the service needed to be value for money. Reminding the governing body that the price has increased already by £1 per hour. ML further added that the September price includes the planned April wage increase, so there has been a set period that the school is paying a wage but receiving no income. GQ: Is the facility close to capacity? A: Yes, but some days are slow, so trying to build on this. GQ: Is there still a problem with parents who aren't paying for the service? A: Yes, still the same issue, and same parents. All staff are working with the parents regarding this. SFVS: CR advised the governing body that the most up to date version has been shared with the governing body ahead of the meeting. There were no further questions and the document was unanimously agreed and signed by CR and advised he would file with HCC in the morning. GQ: Q17: Last bullet point – It states that the H&S Consultant has been employed to take over "what??" from the HT, SBM & Caretaker A: Taking over the H&S management. Governors sincerely thanks ML for her report and assistance with the SFVS document. ML leaves the room at 17.42	
6.	Approve Emergency Response Plan	CR to take to H&S committee.



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	The governing body discussed the previously shared plan. The governing body agreed in principle to accept the document, pending further discussion at the next H&S committee meeting.												
7.	Finance & Premises The governing body had no further questions or comments regarding the draft minutes from the Resources and Premises committee meeting held on 11/3/2019. Several governors further advised that they had encountered problems opening zip files. CR confirmed he would individually upload the files for future meetings.	CR to individually upload files.											
8.	Committee Updates The governing body had no further questions or comments regarding the draft minutes from the SPEC meeting held on 26/2/2019 and CSA committee meeting held on 4/3/2019.												
9.	Headteacher Written Report ES referred to the previously distributed report, all governors confirmed they had read the report and the detail and through content of the report was noted. CR further thanked ES for her comprehensive final headteacher report. <i>As this is the last full report from ES it has been attached in full at the end of the minutes.</i> Admissions and roll <table><tr><th>Group Description</th><th>Boys</th><th>Girls</th><th>Students</th></tr><tr><td>Year R</td><td>10</td><td>7</td><td>17</td></tr><tr><td>Year 1</td><td>4</td><td>16</td><td>20</td></tr></table>		Group Description	Boys	Girls	Students	Year R	10	7	17	Year 1	4	16
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Year 2	10	10	20
Year 3	11	9	20
Year 4	10	8	18
Year 5	12	7	19
Year 6	13	7	20
Total	70	64	134

Attendance

	2018 autumn 2	2019 Spring 2
Total attendance since September	95.84%	96.88%
Authorised absences	3.64%	2.63%
Unauthorised absences	0.52	0.49%

EYS SEF

ES confirmed to the governing body that the EYS SEF, has been updated, and can be reviewed for Spring 2019 and updated again in the Summer term. Reminding Governors to be aware of the investment and to review this with the new headteacher in due course.



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The following questions were raised:

GQ: How is the EYS SEF monitored?

A: Regular drop in sessions with the school, come along and see progress, see how things can be improved and offer challenge to the school.

GQ: It is clearly already a focus. Any improvements to be made?

A: A work in progress. Still more that can be done, and the whole thing would benefit from a review from the newly shaped governing body.

Governors further discuss the outside space at the school, and how the space is forcing collaboration and task design. SH confirmed that already staff are seizing upon child led learning opportunities.

GQ: Have you sought the views of children?

A: Yes! Children have indicated they like smaller, hideaway, reading areas, etc.

GQ: Have you consider looking at other settings for inspiration?

A: Yes, have a leading foundation stage practioner agreement in place with Newtown Primary School, so have been able to share ideas and visit the setting.

ES reminded the governing body that the overall aim is to have an inspiring practise on staff to constantly review the environment.

SIP

ES explained the impact, reminding the governing body that the priority is challenge for the children.

GQ: do you share information from transition?

A: ES explained that there is a standard process to follow across primary schools.

GQ: Plan for the outdoor areas?

A: There is a plan underway to resurface whole area, not including Year R. There is no date for this yet. Governors were reminded that



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	the whole play area has been condemned and that previous plans will need to be reviewed again. GQ: Value based curriculum can you please explain more. A: Yes, evidence for this is in Pupil Voice. The school has committed young Governors who can see the value in school community. ES further explained that it is a constant work in progress, there were 12 values, agreed by the whole school that the children are aware and have a deep understanding of. The school is allowing the children the confidence to speak about the values and feel empowered. ES offers sincere thanks to the Governing Body for the support and challenge the governing body have offered and CR on behalf of the whole governing body sincerely thanked ES for her leadership and contribution to the school.	
10.	Governing Body Matters NC update the governing body with the following information: - Two spaces for the annual conference are currently available. Governors who had previously attended urged those new to Governance to attend if possible. - Currently reviewing the skills audit and competency frame. From this feels that Holding leaders to Account would be a useful FGB training opportunity. NC to book training. - Currently Review the self-assessment of individual governors and will see if there is any training that would be beneficial. - CR reminded the governing body that the school newsletter needed to include Pen Portraits, and this includes the young governors. Governors were asked to send through the relevant documents.	NC to confirm date. NC to book. GB to return form to NC. CR to formalise.
11.	Minutes of Previous meeting	



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	The minutes of the meeting held on 6th February 2019 were accepted and signed by the chair as true record. The following actions were discussed: - SFVS – Already on agenda <i>completed</i> - SPEC minutes – have been uploaded <i>completed</i> - ES agreed to forward a proforma to SH/AA- carry over - CR updated GZ with a link governor responsibility <i>completed</i> - NK to amend Dec minutes. <i>Completed</i> - NK to send school comms. <i>completed</i>	MAY
12.	Health & Safety Working party update The governing body were advising that a meeting date needs to be set when the new headteacher is in place. It was noted that the Emergency Response Plan will be reviewed.	
13.	Policies & Procedures. The following policies were discussed: - Health & Safety – due to the H&S draft not being available at R&P as the policy will not out of date, it was agreed that this will be reviewed at May FGB. It was noted that governors had various questions that would be answered at the committee meeting. - Site traffic – unanimously accepted. - First aid - unanimously accepted. GQ: Who audits the First Aid policy? A: EC – admin assistant. - Supporting pupils with medical conditions - unanimously accepted. GQ: Who monitors this/is responsible? A: ML – Business Manager.	MAY committee/ FGB



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	• Single Equality Statement - Accessibility Plan – Governors agree to carry over to May FGB. • Safeguarding -New SENCO details – Governors approve the SENCO name change and document is unanimously accepted. ES further confirmed to the governing body that there have been number of changes to the MOPP by HCC. Reminding the GB that the MOPP is adopted every September but advised governors to be aware of the changes.	
14.	Correspondence. CR confirmed there has been a notification via the HCC School Communications regarding Teacher Pensions. Governors were advised that central government would be funding pension costs for four months. Governors welcomed the new for the Teachers of the school and noted the new guidelines for 2019/2020.	
15.	Any agreed urgent Business. There was one item of AOB raised – a new school email Office 365 account had been set up for governors, CR advised that this would be easier for editing documents. Further information to follow.	
16.	Items for next meeting – Wednesday 22nd May at 6pm. CR advised he would be meeting with NJ new Headteacher and the new clerk to set the agenda. Governors were advised to send items for inclusion to the Chair. Including: Policies as above.	CR

There being no further business CR ended the meeting at 18.30.



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Headteacher's report to the governing body

Spring 2



Admissions and roll

Group Description	Boys	Girls	Students
Year R	10	7	17
Year 1	4	16	20
Year 2	10	10	20
Year 3	11	9	20
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Group Description			

Attendance



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Total attendance since September	95.84%	96.88%
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We currently have several families on Attendance Legal Panel and parenting contracts. We continue to monitor attendance and send out letters for good attendance as well as where there is a concern. CSA committee review this half termly.

We currently have less persistent absentees than we did at this point last year. There are 9 key families who are being monitored and the inclusions leader has begun targeting these families. The first phase is through parents evening with teachers talking to families about attendance.

Looked after children (LAC) and pupils with SEND

- The number of looked after children on roll at the school: 3 (including post looked after)
- Current numbers are reported as part of the Annual SEND report. We currently have 2 children with EHCPs and have written 3 more applications.
- LAC are all working within Age Related Expectation and are making good progress. Sian Hosmer has completed her designated teacher training and will now oversee PEPS and liaison with the Virtual School. 2 teachers have completed teacher PEP toolkit training.

Achievement and standards

Pupil Attainment and Standards



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SDP update

Lesson study 'The Haselworth Way' has taken place with pairs. This was so that teachers could look at challenge for specific PP children. Feedback was positive and there is evidence in lessons of greater awareness of the needs of PP children in terms of engagement and scaffolding. We have now moved this on to learning pairs to look at specifically CPA in maths.

Twitter CPD is used to share best practice. Challenge in lessons across the school and a better understanding of higher reaching pupil needs due to shared designing of the policy.

We have purchased new assessment systems and these will help to not only track children by standardised score but also to identify gaps / next steps. This should be up and running by half term.

Curriculum model has been developed and shared with county. The LLPR report comments on the impact of our curriculum statement. We are now looking at how we know our curriculum is working and what impact it is having. Values based curriculum language being used by all adults in the school having the impact of a shared understanding of Haselworth Way.

There have been visits to other settings. The aDHT has visited other primary schools as part of her Making Headway and has brought back ideas from this experience. The Early Years team are going to visit Newtown Primary year R on Thursday to work with the leading foundation stage practitioner on enabling environments as part of their CPD. We continue to share with St Catherine's as part of our Twitter group.

We have had a learning walk from the Maths Mastery Specialist, who has also come to support our division Professional Development Meeting. She commented on the high profile of maths in the school and the progression. Through lesson observations we identified that division was an area we needed to improve on and the way in which it progresses across the school. As a result of this, we had a PDM and the maths leader has created a one page plan for each year group that gives key vocabulary, big ideas, CPA ideas and other resources.

INSET day provided CPD in Environments, Working walls, SeeSaw Skills and lesson planning for English.

Spelling data has shown that 80% of children have made good progress from their baseline and improved in their spelling skills (applied) The impact of this has been a move away from spelling lists and into strategies for children to being able to apply their spelling knowledge. This is also being seen in books. Julie Pompa has been successfully appointed as a Specialist Leader of Education by the Department for Education as a spelling champion. As part of this role she will support and share best practice with other schools who broker her support. This is additional income for the school.



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Point in time assessments are being developed for children of SEND. The tracking system for children of SEND has been reviewed as inadequate and we have purchased Provision Mapper to support this. Training for this for teachers and LSAs is planned after Easter as part of a PDM.

1 page plans have been written for key maths skills and teaching. Next step is to complete these for guided reading, challenge and behaviour.

Section 2 Leadership and Management

The Values based Curriculum has ensured better use of pupil voice. Lead learners have done an environment audit and fed back to staff. This was the basis of a PDM and the up and coming inset.

The lesson study model is now being used for maths mastery. Monitoring has shown a guide on the side approach to feedback with regular drop in using the MER. This has helped focus leadership on key themes. We are however ensuring that this is responsive to school needs, for example, noticing that division is problematic in a few classes and delivering training / coaching to support this. Follow up visits for impact.

Maths mastery PDM has been delivered by the maths leader and Jane James from the Solent Maths Hub. This is being followed up by monitoring of SLT and there has been an improvement in the delivery of CPA approach.

All subject leaders have been or have been booked on to their conference or the network for new leaders. This has had a demonstrable impact in Science and STEM where we now have a progression of skills and planning across the school. The STEM leader has written a position statement and this has been shared with actions with SLT. SLT are monitoring this.

PDMS this term have included higher reachers, SP&L, teaching for challenge and maths mastery, as well as policy reviews.

The 25th Feb is fire marshal training, as well as time for class teachers and LSAs to update environments using what we have shared through the PDM. We also used think pieces as part of our PDMs such as podcasts.



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Governors have a coherent approach to training and have accessed Governing training which is reported by the DTG. There is increased opportunity to access training and the impact of this is seen with more robust questioning and understanding at Governor meetings.

SLT have been monitoring the CPD impact log and looking for trends. This will feed into our CPD planning for the next budget cycle in terms of effectiveness.

A hand over for the new HT has begun. This will ensure there is a supportive handover and that systems are in place to manage the change in staffing.

Behaviour, Safety and Welfare

Young governors have been involved in our monitoring and feedback to classes outcomes such as 5 adults hands and environment checklists

SLT continue to monitor attendance and persistent absentees.

We have involved parents in our wider curriculum including healthy talk and walks, Haselworth 100, changing paired reading (responding to feedback) SENDCo coffee morning was attended by 4 families.

Trips and visits this half term have included:

Trips to the beach

Trip to Asda

Book look

Sport Festivals

Theatre company visit (both off site and in school)

A trip to London is taking place next week for year 3/4/5.

DSLs meet half termly to discuss vulnerable children and monitor CPOMS for trends.



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E-Safety – adult leaflet for apps. Better understanding of what they might hear. E-Safety in class as part of everything we do. Safer internet day.

Sport Premium – We have booked swimming for every Junior Year group as part of our spend, due to us noticing in our audit that children had little opportunity to embed taught swimming skills at outside of school lessons. We have also booked 3 water confidence sessions for children in year 3 who may need additional support in getting into the water. This is significant amount of our sport premium spend. Children have accessed sport festivals (see above) and we are engaging parents (as per the plan) by holding healthy walk and talk activities, running club supporters, football supporters and a healthy living theme day.

We came 4th in the football league

Next Steps:

- Child version of behaviour policy
- Audit effectiveness of behaviour policy with children – is restorative practice being used?
- Report number of children who have learnt to swim and impact of water confidence lessons
- Governor to meet with Sport Leader to discuss impact and SEF

Outcomes for Children

There has been a big improvement in spelling progress from our new spelling tests implemented by Mrs Pompa. These are dictation and embed the skills of spelling in context and strategies to spell.

Teachers prepared their own data for their Pupil Progress Meeting and came prepared with evidence of outlying children and interventions in place. Pupil Progress Meetings were used to set targets for children and discuss strategies for improving outcomes.

Next Steps:

- Create a 'one stop shop' for SEND data, information and mapping
- Case study spelling children
- Moderation timetable to be updated

Early Years Foundation Stage

Please find attached the updated EY SEF with action plan.



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Area		Aspect	On Entry ALL (PP) %	Spring (Jan) 2 new pupils %	Gain Since OE
PRIME AREAS	Personal, Social and Emotional Development	Self-confidence and self-awareness	41	68	
			66	83	
		Managing feelings and behaviour	58	66	
			50	83	
		Making relationships	64	61	
			50	83	
	Physical Development	Moving and handling	47	77	
			66	83	
		Health and self-care	47	72	
			66	83	
	Communication and Language	Listening and attention	58	76	
			66	66	
		Understanding	58	55	
			50	66	
		Speaking	58	55	
			66	66	
SPECIFIC AREAS	Literacy	Reading	22	44	
			0	33	
		Writing	22	50	
			0	50	



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Headteacher: Mrs E. Steele Chair of Governors: Mr C. Roast School Business Manager: Mrs M. Leask



	Mathematics	Numbers	35 0	72 66	
		Shape, space and measures	58 33	61 33	
	Understanding the World	People and communities	23 0	55 50	
		The world	23 0	50 50	
		Technology	23 0	88 100	
	Expressive Arts and Design	Exploring and using media and materials	52 50	61 66	
		Being imaginative	18 16	72 66	

Early Years SEF has been updated to include themes and environments. They are scheduled to visit Newtown to support with planning. This will be the teachers and LSAs.

The environments have been developed and after a visit from the PP governor and English leader with myself, we identified that support was still needed with developing themes across the setting to encourage collaboration. They have since had feedback and support with planning, as well as regular monitoring.

There is not enough evidence of themes and learning in the environment. This must be quickly addressed. We are using the support of the Local Authority to achieve this.

Overall effectiveness



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We currently have an ITT student. This provides additional income.

We also support one volunteer with their NVQ LSA qualification.

One LSA is currently on long term sick. We are working with EPS to support with this process as per the Sickness and Absence Policy.

KUCU is evident in books and has an impact on closing gaps.

The new SENDCo will now reshape this training using IPP targets and the SDP. All LSAs and teachers have completed precision training. We will now monitor the feedback for this.

Next steps:

- LSA monitoring by SENDCo and inclusions leader to be built into MER

Pupil Premium Update

Current PP amount: 74,750 this includes LAC DSG

The PP review was completed in November with Starfish Time Consultants and this report was shared with governors at the last FGB.

Smaller class sizes has had the impact of more targeted and reflexive teaching being observed in classes.

Keep Up catch up is effectively managed by staff in class and allows for verbal feedback at the point of delivery by teachers. Pupil Conferencing has shown that children are able to talk about the support they get in class and how they know they are doing well. They are able to articulate their learning and the ways in which adults give them feedback.

The lesson study cycle has focused on pupil premium children and strategies for teachers to best support Pupil Premium Children. We have also had a think piece PDM that used disadvantaged – mind the gap as a pod cast and a



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discussion of key themes. These were collated as strategies for supporting our PP children and we have been looking for these as part of our monitoring.

Third space data has been difficult to access, however, in class monitoring has shown good progress in key fluency skills for pupil premium children who are using third space. Feedback from children is very positive, and the class teacher and maths leader continue to track the impact of this.

Spelling shed is very popular for children and has been used to relaunch the spelling B. PP spelling data has shown improvement in the dictation test, and there is evidence of applied spellings in writing / cross curricular work. There was very positive feedback from the spelling B and we are now taking part in a Gosport wide competition.

We have taken the decision to stop Language Links at the end of the subscription. Value for money analysis showed that the programme had little impact and was costly both in time and money. This has now been replaced with FFT and we already have an LSA fully trained in this.

Breakfast club impact

Attendance at school for PP children who go to breakfast club is an average of 95.6%

50% of the children who attend breakfast club are PP

62% of our pupil premium children attend breakfast club for at least one session a week.

Feedback from children is positive for breakfast club.

50% of the Pupil Premium children who attend breakfast club have attendance of 98% or better. An improvement on 3% from last year.

Leadership and Management

Changes to staffing

- Mrs Foster has now left us and she has been replaced by Sian Hosmer as Inclusions leader, and Tim Lett, SENDCo
- Mandy Quinn has started in year R as maternity cover for Natalie Noice



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- Annette Wright has started as PPA cover and job share for Puffins / Penguins
- Cordelia Cripps has settled in well to Owls class

Exclusions:

We have had 0 exclusions since September 2018.

Date	Exclusions
2013-2014	12
2014-2015	9
2015-2016	3
2016-2017	0
20-17-18	0
2018-19	0 to date

Continuing professional development (CPD)

CPD impact logs have been audited by a governor since the last meeting.

We continue to value CPD for staff and the embedding of this. New staff have quickly got to grips with their new classes and subject areas.

Professional Development currently being undertaken by staff:

- Math for children working below (LSAs) through Solent Hub



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- NPQSL
- Making Headway
- SENDCo Accreditation
- Science Co-ordinator
- Maths and English Network
- Coaching for leaders

Lastly I'd like to say a personal thank you to all the governors for their support and challenge over the past years. It takes a whole community to develop a child, and I am proud of the community we have. The school is at an exciting point and I know that governors will drive it forward.

