

Haselworth Primary School

Stone Lane, Gosport, PO12 1SQ Tel: 02392 583657 Head Teacher: Mrs Emma Steele



Minutes of the meeting of the Full Governing Body (FGB) held on Wednesday 6th December 2017 at 17:00 hours at the School

Present:

Aimie Williams (AW)	Chair, Co-opted Governor
Emma Steele (ES)	Headteacher (HT)
Kate Ashman (KA)	Deputy Headteacher (DHT), Associate Member
Christopher Roast (CR)	Vice-Chair, Co-opted Governor
Philip Bleckly (PB)	Local Authority Governor
Deborah Stevenson (DS)	Parent Governor
Nigel Williams (NW)	Co-opted Governor

In attendance:

Mary Leask (ML)	School Business Manager (SBM) (Left 17.41)
Nicola Cameron (NC)	New Co-opted Governor
Sian Hosmer (SH)	New Staff Governor

Apologies:

Kate Powell (KP)	Parent Governor
Katy McFaul (KMc)	Co-opted Governor
Annie Cardy (AC)	Clerk to Governors

Red indicates Governor Questions. Support and Challenge highlighted.

Agenda Number		Action points
1.	<u>Welcome, introductions and apologies for absence.</u> The chair opened the meeting at 17.03 and welcomed everyone. Quorum was declared. The chair confirmed that apologies had been received and accepted from K Powell, K McFaul and the Clerk Annie Cardy. The chair explained that Hampshire Clerking Service had been unable to provide a replacement clerk. Due to the short notice and workload of others, AW clerked the meeting. Governor question to AW: Will we receive a refund from Hampshire? AW confirmed that she will be speaking to Hampshire Clerking Service regarding the hours to be compensated. As two new governors were present, introductions were made.	
2.	<u>Appointment of new governors.</u> AW explained that there were two new governors in attendance that would need to be formally voted into the governing body. 17.10 NC and SH leave the room.	

	AW explained that KA will be stepping down as Staff Governor and become an Associate Member. Sian Hosmer, applied following advertisement of the vacancy within the school. Currently a Class Teacher and Philosophy for Children (P4C) leader, SH is keen to develop her knowledge in the strategic leadership and management of the school. Nicola Cameron is a year R Parent, applying for the position of Co-opted Governor, as both Parent Governor vacancies are filled. She has previous experience as a governor at a local Primary school. A brief discussion was had amongst the remaining governors on the merits of the nominations. The governors unanimously approved. 17.15 The chair welcomed the new governors into the governing body. Nicola Cameron – Co Opted Governor on a four-year term Sian Hosmer – Staff Governor on a four-year term													
3.	<u>Agree any Urgent Business for agenda item 16</u> No urgent business declared.													
4.	<u>Declaration of Pecuniary Interests.</u> S Hosmer and N Cameron completed an annual declaration of pecuniary interest form, with SH declaring an interest as an employee of the school. SH declared an interest under agenda item 5 finance and premises regarding staffing.													
5.	<u>Finance and Premises.</u> • Revised budget 2017/18: Previously circulated. ML explained that the annotated budget workings had been previously circulated and the mid-year budget revision had been fully discussed and approved within the Resources and Premises committee under delegated powers. ML confirmed that she had sent a copy of the revised budget to Hampshire County Council finance team and uploaded to SAP by Hampshire County Councils statutory deadline of the 30th November. The main changes to the budget were outlined as follows: <table><tr><td>Expenditure</td><td></td></tr><tr><td>GL CODE</td><td></td></tr><tr><td>2400 Teaching staff</td><td>Newly appointed Y1/2 class teacher, plus changes to SLT both effective from 01.01.18.</td></tr><tr><td>2390 HCC Supply</td><td>Some additional sports funding used to support teacher's sport supply.</td></tr><tr><td>2060 HLTA</td><td>Fixed term contract for HLTA for one afternoon per week due to long term absence.</td></tr><tr><td>2540 Staff</td><td>NI for member of staff with a role in another school.</td></tr></table> With these changes to staffing, the original staffing budget of £658,924 (six hundred and fifty eight thousand, nine hundred and twenty four pounds) has been revised to £665,897 (six hundred and sixty five thousand, eight hundred and ninety seven pounds).	Expenditure		GL CODE		2400 Teaching staff	Newly appointed Y1/2 class teacher, plus changes to SLT both effective from 01.01.18.	2390 HCC Supply	Some additional sports funding used to support teacher's sport supply.	2060 HLTA	Fixed term contract for HLTA for one afternoon per week due to long term absence.	2540 Staff	NI for member of staff with a role in another school.	
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	3100 Training	More taken than anticipated.						
	3103 Training expenses	More training taken means more expense for travel costs.						
	3905 Gas	Change from diesel oil to gas. Estimate for forthcoming charges, spoken to Jane Abbott at HCC monthly meter readings sent and asked if she could do an estimate. However, there is no school with a nursery similar for a like for like comparison.						
	4211 Refuse collection	Agreed with A McCormick, Site Manager, that once nursery is gone, we can manage with 1 bin less. ML has contacted Biffa, who have sent a new contract. This can be changed when we have a new provision on site.						
	4211 Other premises related costs	Skip hire.						
	4540 Educational supplies	Increased for additional needs.						
	5415 School trips - residential	This crossed over two financial years, deposit required current financial year, trip next academic year.						
	4495 & 4494 Purchase of IT software and equipment	10 iPad purchase the devolved budget, both allocations have been reduced.						
	5416 After School Club	Spreadsheet with income and expenditure for Sept & Oct, for this to continue financial support will be needed from the Revenue budget.						
	4878 Hired and contracted services	£3,000 (three thousand pounds) has been transferred to GL code 2390 to support supply for sports.						
	SLAs	A few adjustments, which includes the SLA for Other LA Top, original budget was £1,000 (one thousand pounds) should have been £250.00 (two hundred and fifty pounds).						
With these changes to expenditure, the original budget of £206,557 (two hundred and six thousand, five hundred and fifty seven pounds) has been revised to £210,808 (two hundred and ten thousand, eight hundred and eight pounds). The total expenditure in the original budget of £865,897 (eight hundred and sixty five thousand, eight hundred and ninety seven pounds) has been revised to £876,705 (eight hundred and seventy six thousand, seven hundred and five pounds).								
<table><tr><td>Income</td><td></td></tr><tr><td>7543 School Internal transfer</td><td>Transfer from the Haven for HT salary Jan – Mar 2018 inclusive</td></tr><tr><td>6726 Meals and refreshments</td><td>Expected income for costs of meals provided. Expenditure for meals in GL code 4663. One off sets the other.</td></tr></table>			Income		7543 School Internal transfer	Transfer from the Haven for HT salary Jan – Mar 2018 inclusive	6726 Meals and refreshments	Expected income for costs of meals provided. Expenditure for meals in GL code 4663. One off sets the other.
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	7203 Other misc. income	Some trip money has been paid into this GL code.	
	7236 Out of school care	This income will need to be journal to Y budget. Initial problem with setting Y budget up. As it had become dormant, it had been closed by County. Staffing has been paid from Revenue Budget. Both income and expenditure will be transferred once payroll opens again.	
	7242 Service charges for nursery	Recalculated for use until 14 th Jan 2018	
	7418 Nursery rent	Recalculated for use until 14 th Jan 2018	
	7691 High Needs top up funding	Autumn allocation for non EHCP pupils - £2,368.00 (two thousand, three hundred and sixty eight pounds)	
	7694 Pupil Premium	October allocation for PP LAC.	
	7690 PE and Sports Grants	Doubling of sports grant funding plus and additional £10.00 (ten pounds) per pupil, not YR pupils. 7/12ths 2017/8 & 5/12 th 2018/19.	
	With these changes, the original budget income of £802,942 (eight hundred and two thousand, nine hundred and forty two pounds) has been revised to £842,865 (eight hundred and forty two thousand, eight hundred and sixty five pounds). Plus the carried forward balance of £69,681 (sixty nine thousand, six hundred and eighty one pounds), the revised total income is £912,546 (nine hundred and twelve thousand, five hundred and forty six pounds). This leaves a revised predicted cumulative surplus carried forward of £35,841 (thirty five thousand, eight hundred and forty one pounds). Governor questions to ML: Can you tell us what the budget had been originally set at? ML did not have the figure to hand, but will provide at the next FGB. Governors were pleased at the positive changes made to the budget plans. ML advised that we are not out of the woods yet. The National Funding Formula will affect us. • Three year plan: Previously circulated As governors are aware, the three year plan predicts deficit balances from 2018-2019 onwards. The current forecasted balance for 2018-2019 is a cumulative deficit of £24,310 (twenty four thousand, three hundred and ten pounds). Work will take place to look at reducing these deficits, as was successfully done this year. All schools are in the same position, and the National Funding Formula will impact this further. ES, ML and AW had attended Hampshire NFF briefing. Hampshire will be the second lowest funded, with Gosport and Leigh Park significantly hit. ES reported that she had attended an Area Heads meeting, where it was revealed that there is a surplus of two and a half million sitting in HCC bank accounts. This does not help schools in our position.		

Original figures from planned budget - ML

	Does the three year plan include any planned income from a nursery? ML confirmed that currently this has been set at zero. Therefore, when we successfully select a new Nursery, the school will receive rent and service charges. This should help to reduce our deficit plans. Two scenarios had been produced within the budgeting tool: 1) Scenario one is based on DHT 0.6 contract until 31.08.18, then 0.6 DHT on a lower leadership pay level from 01.09.18. This reduces the cumulative deficit for 2018-2019 to £16,752 (sixteen thousand, seven hundred and fifty two pounds). 2) Scenario two is based on DHT 0.6 contract until 31.08.18, then having no DHT and a member of staff paid on TLR 2b for additional responsibility from 01.09.18. This reduces the cumulative deficit for 2018-2019 to just £1,092 (one thousand and ninety two pounds). AW added there are other scenarios that could be considered for the senior leadership team. Governors agreed scenarios need further consideration, this will reduce the deficit budgets whilst offering opportunities for staff. SH left the meeting at 17.28 hours declaring a personal interest. The following conversation was confidential and is recorded on a separate document. SH returned to the meeting at 17.35 hours. • Capital Budget: Previously circulated. ML confirmed that there is a current balance of £5,024 (five thousand and twenty four pounds). Is the intention to use this on the outdoor area? ES informed governors that the Alverstone Village Woman's Institute have chosen to support Haselworth this year, and will be fundraising for the school. The money raised will go to the outdoor area. Therefore, we will be looking to use the capital money on ICT. Governors agreed that ICT is an ongoing priority, so it will be good to use this to fund new equipment. There were no further questions and the chair thanked ML for her reports. ML left the meeting at 17.41 hours. To receive comments/questions on the minutes of the Resources and Premises (R&P) committee dated 27th November 2017. A copy of the draft minutes of the R&P meeting held on 27th November 2017 had been placed on to Governor Zone. There were no questions arising.	
6.	Headteacher written report previously circulated. AW and ES acknowledged that there had not been much time for governors to read through the HT report and attachments. The report had been held back until the Leadership and Learning Partner (LLP) visit on Monday. Therefore, it was agreed that additional questions will be accepted at the next SPEC meeting, giving governors additional time to read through the reports. AW had labelled the additional documents HT1-9. The report included: • LLP planning information – previously circulated (HT1) • Data analysis 2017-18 – previously circulated (HT2)	

	• Performance summary report – previously circulated (HT3) • ASP (Analyse School Performance) analysis – previously circulated (HT4) • Inspection Data Summary Report (IDSR) 2017 – previously circulated (HT5) • Visual one page School Development Plan (SDP) 2017-2018 – previously circulated (HT6) • School Self Evaluation Nov 2017 – previously circulated (HT7) • Early Years Self Evaluation Form (SEF) Sept 2017 – previously circulated (HT8) • Early Years Local Authority (LA) moderation visit report Nov 2017 – previously circulated (HT9) The HT went through the report with the governors and highlighted areas included: • <u>Number on roll:</u> Currently there are 128 pupils on roll. Since January 2017, there have been 13 leavers and 11 joiners. This is predominantly in years 5 and 6. ES apologised for an error. The report should read that there were 6 leavers and 4 joiners in year 6. Governor questions to HT: What is the reason for the turbulence in KS2? Some families moved out of area, others had younger children in Early Years that could not get a place. Reception and KS1 is much more settled. • <u>Attendance:</u> Attendance for the autumn term is currently at 96.16%, with 2.98% authorised absences and 0.86% unauthorised absences. There has been a rise in unauthorised absence due to increase of holiday requests which have not been authorised. New attendance letters, a new leaflet, and penalty notice warnings have been sent to those families who are close to the threshold for absence and fining. Pupils with Pupil Premium (PP) attendance is at 94.23% compared to 97.24% for non PP children. There has been a drop in the number of children with less than 90% attendance for this half term compared to the same period last year (8 children for 2017 and 19 for the same half term in 2016). The persistent absence drop is huge, this is really positive. ES replied yes, however whilst the number of children with persistent absence have dropped, the amount of time taken off by those with persistent absence has gone up. What steps are being taken to improve this? Mrs Foster is positioning herself at the front desk at 8.45am so all late families see her when they arrive. Changes to attendance have been included in notices. Any child with attendance below 95%, a letter is sent to parents. This has been changed to a new format. It has less words and is visual with a graph and numbers showing the child's attendance compared to class attendance and number of missed days. Anyone close to 10 unauthorised absence receives a penalty notice warning. This no longer resets and lates are included as absences. The wording is now that it is at the school's discretion. Has the attendance policy been altered to reflect the changes? The policy does need to be reviewed again to ensure it is up to date. We shall bring it back to the next FGB for approval. ES added that penalty notices are always used as last resort, we always recommend and signpost to the Early Help Hub (EHH) and provide a free breakfast club. We work hard with the families, nothing comes out of the blue.	Attendance policy review – KF Policy to next FGB - ES
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Our attendance is holding us back from being outstanding Ofsted rated in Personal Development and Welfare.

Are we doing everything we can?

Yes, it is up to us to show Ofsted that we have a clear strategy and do all we can. At this age it is usually down to the parents not the children, we must be careful that the children do not feel blamed if it is out of their control.

- **Looked after Children (LAC) and pupils with Special Educational Needs and Disabilities (SEND)**

Currently, we have 8 looked after children on roll, with 4 in year 6. We have 31 children with SEN (this is 25% of the school), with 4 EHCPs (Education Health Care Plan) and 3 SENSA (Special Educational Needs Support Agreement) funding. Three of the EHCPs have been approved since the last report.

How long is the EHCP process now taking?

They are meant to take 20 weeks, it currently takes an average of 45 weeks. A lot of evidence has to be submitted.

Does this mean we don't see money to support these children for a year?

We only receive money based on the number of children on roll on census day. They must have the EHCP on this day to receive the funding. The SENSA funding in place bridges this. We also have to prove that we have put in place £6,000 (six thousand pounds) support for each child first. Usually this is staffing.

- **Pupil Premium (PP) spending**

The PP strategy document lists all PP spend and intended impact. Teachers used part of INSET day to review their new class and identify gaps in the children's learning. As a result of this, they have been planning well, with Personal Intervention Plans (PIP) in place and reviewed regularly. "Keep Up, Catch Up" and pre teaching have had a good impact. Small targets have been set. Disadvantaged children are making really good progress. "Third Space Learning" has had a huge impact, and we have identified 2 children in Year 5 and 6 who could potentially reach greater depth and they are working with Third Space Learning.

The LLP visit confirmed that splitting classes is having a huge impact with targeted learning for children at age and/or stage.

- **Predictions**

HT1 LLP planning information is a snapshot of the school's current evaluation of itself against the Ofsted criteria and current end of year predictions for each year group in reading, writing and maths.

The school has graded itself good in all areas with Leadership and Management moving more towards Outstanding, because of the growth of the middle leaders.

Entry - % at ARE+ (Age Related Expectations) on exit from previous year
EoY (End of Year) – prediction for 2018

EYFS

GLD	Actual	Prediction
	2017	2018
	76	80

Year 1 Phonics Assessment

32+ points	Actual	Prediction
	2017	2018
	85	80

Current KS1

Year 1			% A.R.E.+ (Age Related Expectation)					
Pupils	Reading		Writing		Maths		RWM	
	Entry	EofY	Entry	EofY	Entry	EofY	Entry	EofY
All (no.)	75	80	70	80	85	85	70	80
PP (no.)	57	57	43	57	57	57	43	57
Non PP (no.)	92	100	92	100	100	100	92	100

End of KS1 attainment

A.R.E. (Age Related Expectation)		% of pupils in Y2 at or above A.R.E.							
		Reading		Writing		Maths		RWM	
		Entry	Prediction	Entry	Prediction	Entry	Prediction	Entry	Prediction
School prediction 2018	All	80	85	80	80	75	85	70	80
	PP	70	75	70	70	60	70	60	70
	non	100	100	90	90	90	100	90	100
	GD S	n/a	20	n/a	20	n/a	20	n/a	20

(PP – pupil premium; non – non pupil premium)

Current KS2

Year 3			% A.R.E.+ (Age Related Expectation)					
Pupils	Reading		Writing		Maths		RWM	
	Entry	EofY	Entry	EofY	Entry	EofY	Entry	EofY
All (no.)	80	86	80	86	80	86	80	86
PP (no.)	80	100	80	100	80	100	80	100
Non PP (no.)	80	80	80	80	80	80	80	80

Year 4			% A.R.E.+ (Age Related Expectation)					
Pupils	Reading		Writing		Maths		RWM	
	Entry	EofY	Entry	EofY	Entry	EofY	Entry	EofY
All (no.)	70	80	64	80	76	80	64	80
PP (no.)	60	80	60	80	80	80	60	80
Non PP (no.)	75	91	66	91	75	91	66	91

Year 5			% A.R.E.+ (Age Related Expectation)					
Pupils	Reading		Writing		Maths		RWM	
	Entry	EofY	Entry	EofY	Entry	EofY	Entry	EofY
All (no.)	68	78	53	78	77	78	53	78
PP (no.)	73	80	28	80	80	80	28	80
Non PP (no.)	57	71	73	17	70	71	57	71

End of KS2 attainment

A.R.E. (Age Related Expectation)		% of pupils in Y6 at or above A.R.E.							
		Reading		Writing		Maths		RWM	
		Entry	Prediction	Entry	Prediction	Entry	Prediction	Entry	Prediction
	All	53	61	53	61	46	61	46	61

School prediction	PP	28	28	28	28	28	28	28	28
	non	66	100	83	100	66	100	66	100
	GDS/ %HS	n/a	15	n/a	15	n/a	15	n/a	15

Pre-school children keep coming through with low starting points, how can we improve this?

They do have a low starting point, particularly with Speech and Language (S&L). We look at what provision we need to improve this and put this in place.

Do we go to the pre-schools prior to children starting?

Yes, as well as the home visit, we try to engage with the pre-schools and learn as much as we can about the children.

The LA EY moderator noted that we do have a low baseline, however that is typical for our catchment.

How can we address the S&L issue?

We use outside agency involvement to support this. We are also looking at ways to engage with parents, as home involvement would help significantly.

So is the EYFS prediction achievable?

Starting points are low for this cohort and the target is ambitious. However with the expertise of our staff and any support, there is no reason why this can't be achieved.

ES did inform governors that the reported 85% Year 1 phonics is inaccurate. When checked, 5 children's data is missing of the Department for Education (DfE) data. The school had sent it, so we don't know what went wrong. We have been told that it can't be changed.

Isn't the data unvalidated at the moment, so they should be able to change it?

ES agreed she thought this was the case and will follow this up.

Predictions for KS2 is lower than last year?

It will be hard to meet floor standards for attainment this year. 61% combined is an ambitious target for this cohort. To put it into context, there are 13 children in the year, so each child equates to around 8%. There are 4 LAC, 2 EHCP and 4 SEN with specific support. There has been turbulence, with children joining us in year 5 or 6. There is also a high amount of outside agency involvement including social services at an unprecedented level.

However, these are not excuses, and the target is ambitious. Children are making amazing progress. 100% children not SEN will reach ARE. Not a single PP child got above level 2C at the end of KS1. There are 7 PP children and 6 non-PP children. Of the 8 non SEND pupils only 50% reached a level 2C, and 0 SEND children reached level 2C.

Will we reach floor on progress for KS2?

We have to. The children are benefiting from quality 1st teaching and learning. We have a highly skilled LSA and another teacher working across classes in upper KS2. The children are having targeted teaching, individualised to the children and we know what ticks. There is excellent behaviour in the class, the

Check ASP
data - ES

children are keen and enthusiastic. Teachers are being creative, giving children something to get their teeth into.

- **Data analysis (HT2)**

How do we hope to close the Pupil Premium gaps, particularly in Years 4, 5 and 6?

Analysis and identified actions has taken place for each current year group:

- Year 1: Target for this cohort is 75% for this data drop. 2 children are yet to securely transfer across to National Curriculum (NC). PPM in place and targets set with barrier to learning. They will achieve ARE. Intensive PM support with teacher every day for phonics and maths. PP gap is not reduced. 4/8 PP are SEND and off track. 100% of Pupil Premium and non-SEND will reach ARE.
- Year 2: Pupil premium gap is still evident. The gap is roughly 1 child in each area. Action plan in place for these children with PIPs and PPM has taken place.
- Year 3: PIP in place for 2 children of SEND. Evidence of good progress this year from their low starting point and SENSE in place for one. LSA and teacher intervention time for targeting.
- Year 4: Standards have risen in reading and writing. Basic maths skills have had to be revisited and this has meant that progress has been slower. PPM and action plan in place.
- Year 5: Writing attainment is low for all group. Action plan put in place and spelling leader has monitored books. Book scrutiny to identify barrier. Spelling is holding them back and punctuation. Slow writing to be done to build basic skills.
- Year 6: Maths low with few with potential greater depth. Third space maths. Small class size due to PP split. Additional teacher doing booster for R&W in the afternoons twice a week. KUCU with LSA every day for target pupils. Reading benchmarking and comprehension group. Quality first teaching and targeted teaching with slow modelling. Poor attendance for 4 core pupils. Legal letters have been sent out. All 4 SEND pupils are also PP.
- Additional areas for development include:
- Greater Depth (GD) across the school
- More opportunities for children to talk at GD through skilful questioning
- Writing in Juniors
- Support in year 5 and 6 by splitting classes in order to allow every child the opportunity to work with targeted support and have hour allocated in EHCPs.

- **Performance Summary Report (HT3) and IDSR (HT5)**

Comments on progress trends

Progress is above average for all 3 subjects. High to high progress in reading is below average, however this is a group of <11 children. Maths and writing are showing an upward trend, and there has been a small downward trend in reading.

Comments on KS2 FFT data including groups

75% of children from low prior attainment group and 20% joined since year 5. All key attainment measures are above national, except for high RWM combined. Reading and maths combined score is below, however, this is lower due to the reading standardised score. Value added for RWM for EXS (expected standard) is sig+. Attainment for 'others' is lower than pupil premium, as well as SEND support.

Comments on KS2 data from IDSR

Progress is good for all subjects for disadvantaged pupils, except at GDS (greater depth). % disadvantaged maths at GDS is low. There is a problem with converting middle prior attainers to GDS. Maths is above national for EXS but below for GDS. Top 10% for writing progress for all, middle and disadvantaged. Top 10% for maths for low KS1 and disadvantaged progress. This year group has an above average number of disadvantaged pupils.

Comments on KS1 FFT data including groups

The higher performance groups at KS1 are the pupils with no SEND and FSM. The data shows that girls have not achieved in writing and non FSM in maths. Combined is above national for EXS but not for GDS in all 3 areas.

Comments on KS1 data from IDSR

Children who were at expected standard have achieved well at GDS for reading. Disadvantaged compare to national other with less than one pupil difference in writing and maths. % high attainers for disadvantaged pupils are twice national.

Phonics

Our phonics data is incorrect as there are 5 pupils missing. We are in line with national.

Summary

Attainment at KS2 is broadly average and maths is above national. The school is ranked in the top 1% of schools nationally for value added progress in reading, writing and maths combined at the expected standard in KS2. Maths and writing are in the top 10% of schools nationally for writing and maths for disadvantaged pupils. We have been in the top 35% of schools for the past 3 years and are ranked 5th and 7th for writing and maths for disadvantaged pupils.

Reading, writing, maths combined progress is above national. Progress of vulnerable groups is good, with those groups out performing 'others' and SEND support. Reading progress for disadvantaged children is above average and better than 'all' pupils.

KS1 results are broadly in with average overall and from start points, with 'emerging' pupils doing particularly well in reading and writing at KS1. Phonics results have been above and have improved each year since 2015. All but two pupils achieved the expected standard in phonics by the end of year 2.

Governors congratulated the staff and said that this reflects the hard work put in by everyone and the quality first teaching and support that children receive.

The chair informed governors that the IDSR only lists strengths in the areas to investigate, however this is not the case for all schools. Whilst this is good, further analysis will reveal areas to investigate and raise questions.

- **Analysing School Performance (ASP)**

Progress in KS2: There is high average progress for all groups in writing and maths. Other children have not made as much progress as Disadvantaged in all areas, noticeably in reading. Low prior attainment have made exceptional progress in maths and writing. LAC children progress is exceptional in all areas. Reading progress is average overall. It is the weakest area for boys, SEND and high prior attainment.

	Attainment in KS2: Note that boys have been compared to girls nationally. Boys difference from national is low and SEND support in reading and writing. Low prior attainment groups attained well above national in writing and maths. All prior attainment groups attained above national in maths. Disadvantaged attained highly in maths, but not in writing. Attainment in KS1: Note that boys have been compared to girls nationally. 3 children assessed at pre-key stage as part of moderation (SEND). All groups performed broadly in line with national with the exception of SEND Support. Girls' maths is above national. 0 children in this cohort were assessed at below age and stage bands for the EYFS baseline. 67% of cohort got GLD. Phonics: 76% achieved GLD for this cohort. Disadvantaged and SEN support are below national. All other groups are broadly inline. Attainment in EYFS: Within the cohort, disadvantaged children did not achieve as highly as other children in all aspects except maths and self-care. Boys outperformed girls in Communication and Language, but not in writing. Girls were above national for GLD and all other groups were broadly in line. PSED is a lower scoring area for FSM, with managing feelings and behaviour being lower for FSM in particular. Governors were invited to review all data and bring further questions to SPEC, however they thanked the Headteacher for her in-depth analysis and clear summaries of the data. • <u>PE and Sports Grant Funding</u> Focus areas for this year are swimming, participating in festivals and developing our higher attaining pupils and lower attaining pupils in sport through intervention. Children in Year 6 have had a noticeable change in their behaviour and participation in sport since going to Osmington Bay. This has been evidenced through PE lesson observations and pupil conferencing. The impact statement will be completed in Spring 2018. Plans are in place for exciting opportunities, such as indoor rowing at St Vincent's. Targeted children are having PE intervention focusing on fine and motor gross skills. • <u>Leadership and Management</u> The Senior Leadership Team (SLT) have met twice this term as part of leadership development, in addition to SLT meetings. The first session was to focus on the Ofsted Framework and the SEF. The second was to look at data trends and how to analyse ASP. Leaders have used this to now look at trends across their subjects and identify actions for the SDP. English and Maths Link Governors have requested to meet with leaders in the Spring Term to review action plans, links to the SDP and ask questions. ES said that would be fine as both leaders will have had time to produce the plans and have had SLT support with this. • <u>Exclusions</u> We have had 0 exclusions since September 2016. We have taken 1 successful managed move from another local school.	
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	Governors congratulated the HT on the year on year decline with exclusions, having reduced from 12 in 2013-2014. <u>Curriculum</u> We successfully achieved the Silver Award for Philosophy for Children (P4C). Haselworth has been mentioned in the conference and we are beginning to gain a national reputation for our P4C work. Governors congratulated and thanked SH and staff for all their hard work. Will we be aiming for the Gold mark now? What do we need to do next to achieve this? Yes, some of our actions already put us in the gold criteria. SH has completed the level 3 training. The majority of the criteria is to continue the practice. Curriculum planning has begun to have impact on the children and this is very much child led. Examples of this are on Seesaw, evidencing pupils engaged in their learning and enjoying the more flexible approach. The Seesaw app has been hugely successful and impacted the quality of feedback. Are we now a pioneer for Seesaw? ES was asked to deliver a presentation on Seesaw at Area Heads, as a result four schools are coming to visit to view the app and how we use it. <u>Teaching and Learning</u> 100% of observed teaching has been good or better. There is more evidence of challenge. Seesaw has been used a monitoring tool to look at the quality of children's responses and thinking. This has shown an improvement. Pupil conferencing has shown that children are able to articulate their thinking in many classes. Book scrutiny has taken place and showed that presentation needed a focus as well as quality editing from children. We are in the process of updating the Marking and Feedback policy. Staff are trying out the new draft document and children are being given a chance to voice their opinions on the changes. <u>Continuing Professional Development (CPD)</u> All CPD is now tracked through Perspective Lite and impact can now be monitored more effectively. Already lesson observations have shown an increased confidence of staff on delivering Inspire Maths and using apparatus to support learning and thinking. Children have reported liking slow writing as they feel they have more time to practice basic skills. <u>Safeguarding, behaviour, safety and welfare</u> We currently have 3 children on Child Protection Plans, 7 on Children in Need (CiN) plans and have made 2 referrals to the Early Help Hub. We have completed 3 inter agency referral forms. We continue to work closely with a range of agencies to support all our children including Kids South, Southern Domestic Abuse and Motiv8. Do the CP numbers include LAC? It is number of children with CP or CiN plans. They may also be LAC, but we do not report this status, as it makes children more identifiable. We report number of LAC as well. We have had positive feedback from visitors on the behaviour and ethos in school. There have been fewer behaviour incidents compared to the same time last year. The behaviour policy is being reviewed by staff and children and will be brought to the next FGB for approval.	M&F policy to FGB Behaviour policy to FGB
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	• <u>School Development Plan (HT6)</u> The SDP on Perspective Lite was far too big. The one page visual plan overview has been updated and this will be the main document presented for the public and parents. A headlines plan will sit behind this for all staff. All actions and plans sit behind that for SLT and governors. This will remain on Perspective Lite and ensures the SDP actions are linked to performance management. Governors liked the idea of a simplified shorter SDP and thanked the HT. <u>School SEF (HT7)</u> The SEF has been produced using Perspective Lite, it is a comprehensive document and easy to create using the system, through a series of tick boxes and adding our own detail. Governors were impressed by the new format of the SEF and pleased to note that this simplified writing the SEF for ES. How do we evidence against our judgements, and ensure they are accurate? In different ways including evidence kept in an impact log, SLT completing learning walks and book scrutiny, governors carrying out visits and completing reports. All of this can be uploaded onto Perspective. The Chair confirmed she will be uploading all the governor visit reports onto Perspective. She had also attended feedback with the LLP, who validated the judgements. • <u>Early Years Foundation Stage (EYFS) (HT8 and 9)</u> A separate SEF had been produced for Early Years in preparation for the EY moderation visit. Baseline data shows that children have entered the school below national. This has been moderated as we are a moderated school this year. I have attached the moderation feedback from the first visit, to allow governors to plan future questions about the action points. The baseline data is also attached. It has been noted that although low, this is reflective of our area. We do have high aspirations and confidence that we will achieve high standards. Perspective Lite have released data that shows that last year, our year R gap between pupil premium and non-pupil premium was well above national. The 4 children of SEND in this cohort are also pupil premium. These children have Personal Intervention Plan to ensure that they make good progress this year. Governors agreed the CSA committee will monitor EY progress and this has been added to the programme of work. KP has requested to become link governor for Early Years and governors unanimously agreed. <u>Data Protection changes and update</u> ES and ML attended HCC training on the upcoming General Data Protection Regulations (GDPR). The change comes into effect in May 2018. There is a huge amount of work to be done. A DP manager must be nominated. The briefing wasn't very clear as HCC did not know what it looks like yet. They will be producing a model DP policy. Will we need to put an action plan in place? Yes, we have a list of things to put in place. The chair said there is a 12 step model on The Key. The chair informed Governors they need to be aware of actions they can take to ensure compliance. These include: less paper copies and using Governor Zone to access all information. FGB agenda and attachments could be placed on Governor Zone and no longer sent via personal emails. Ensuring paperwork kept is filed securely and not left lying around. Using an encrypted memory stick.	Revised SDP to FGB - ES
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	Ensuring paperwork not needed is destroyed, they can return papers to the school to be destroyed with the confidential waste. This will remain a standing agenda item. <u>Events and newsletters</u> Governors were reminded to check the newsletter for upcoming events. They were also invited to attend and join in upcoming Christmas events. Finally, ES thanked Governors for their support and challenge and wished a Merry Christmas! Governors thanked ES for a detailed, informative report.	GPDR, Ongoing agenda item
7.	<u>Safeguarding termly update</u> In addition to the Safeguarding information provided by the HT, as Safeguarding Governor, AW provided an update. • A SCR Check was completed by AW on 13th October 2017. A report was completed. Recommendations were to: ○ ensure complete accuracy, by correcting minor admin errors ○ Ensure barred list checks are completed for all in regulated activity ○ Merge all SCR onto the one electronic document ○ Check how the SCR is encrypted and accessed • The school has purchased CPOMS (Child Protection Online Management System). This will be used to record all concerns, the system is secure and every member of staff must have a login. This will replace paper referrals. The contract has been checked by Agile and is secure. ES will be offering training to all staff, however it is a very simple process and easy to use. AW attended a live demo with ES and KF and was extremely impressed. • A safe school map will be completed with young governors in the spring term. • CP training took place for governors in October. All governors attended. Actions arising were: ○ Consider a supervision framework for staff and volunteers ○ Evaluation of “timeliness of response” and child protection records ○ Spot check staff to evaluate understanding of Child Protection Policy • LAC audit was completed by KF and AW, action points have been highlighted and will be put into an action plan. AW will update governors on these matters at the next meeting.	
8.	<u>Headteacher performance management</u> The chair confirmed that HT performance management took place on 4th December 2017, following the LLP visit with Jane Wilson as the external adviser. New objectives were set in place following discussion and agreed by all. A meeting of the pay committee to consider recommendation for HT pay progression took place on 5th December 2017 (confidential minutes were taken).	
9.	<u>Governing Body Matters</u> • Skills audit will be sent prior to the next FGB meeting for governors to complete, and an analysis undertaken to identify gaps in governor’s knowledge and skills. • Committee membership – following KA’s stepping down, she will no longer be a member of the CSA committee. It was agreed that SH and NC will join	Skills audits - AW

	the CSA committee. KP has requested to join the SPEC committee, this was agreed by governors. • AW will book SH and NC on their induction course once they have been entered onto the system. • AW will be looking to arrange a strategic governor day, with particular focus on preparing for Ofsted. AW attended training on Ofsted in November. The course was particularly useful and she will pass this information to governors as part of the away day.	Arrange away day - AW
10.	<u>Committee minutes and reports</u> • To receive comments/questions on the Strategic Planning & Evaluation Committee (SPEC) minutes dated 6th November 2017 • To receive comments/questions on the Curriculum, Standards and Achievement committee (CSA) dated 20th November 2017 No questions were put forward by the governing body regarding the committee reports.	
11.	<u>Minutes and confidential minutes of previous FGB meeting held on 27th September 2017:</u> Previously circulated. • Approval The minutes were unanimously approved as a true record and signed by the chair. • Matters Arising <i>Item 9 - Confirm date and time for training and provide new governors with access.</i> AW confirmed this had been completed for KP and KM. <i>Item 11 – Update policies onto Governor Zone.</i> AW confirmed this had been completed. <i>Item 13 – To report back who has paid and who has not paid school fines for attendance.</i> ES confirmed 100% of them had been paid. <i>26 5.1 Add staff absence to agenda – Mass IT failure.</i> Added to agenda but removed – to go to SPEC as part of wellbeing and resilience. <i>28 6.3 Complete online consultation regarding Ofsted. New consultation now on place. Chair urged governors to read and respond.</i> Consultation now over.	Staff absence to SPEC
12.	<u>Confidential minutes of extraordinary FGB meeting held on 15th November 2017</u> Tabled. • Approval The minutes were unanimously approved as a true record and signed by the Chair.	
13.	<u>Summative report of the Pay committee held on 2nd November 2017</u> The chair explained that the committee had met to review the HT's recommendations for teacher pay progressions and made their decisions as delegated under the TOR. The HT will provide the support staff pay decisions for review at the next meeting.	Report support staff pay - HT

14.	<u>Policies/Procedures for Approval:</u> No policies were due for review or approval.	
15.	<u>Correspondence:</u> The chair thanked CR for sending email links to all governors due to the lack of permanent clerk. Governors were reminded of: (i) Bi-weekly Governor Services Newsletters; (ii) National Governors Association newsletters; (iii) The Key Newsletters; (iv) Weekly School Communications: SC015498 - Consultation on the School Year 2019/20 School's asked to consider and respond to the preferred option for the school year. After discussion, the governing body agreed that option 2b (to start on Wednesday 4 September, finish on Wednesday 22 nd July and take the Autumn half term holiday in the 'later' slot to finish on Friday 25 th October and back to school on Monday 4 th November) was the school's preferred option. The Chair will respond on behalf of the governing body and the HT will respond on behalf of the school.	Respond to consultation 2019/20 – HT/AW
16.	<u>Any Other Agreed Urgent Business:</u> This item forms part of the confidential minutes.	
17.	<u>Items for Next Meeting Wednesday 7th February 2018 @ 17.00 hours</u> • <i>Receive HT verbal report</i> • <i>Approve/review School Development Plan</i> • <i>Skills audits analysis</i> • <i>Approve revised Attendance policy</i> • <i>Approve revised Behaviour policy</i> • <i>Approve revised Marking and Feedback policy</i> • <i>Receive HT report on support staff performance management and pay progression</i>	
	The chair thanked everyone for their attendance and input, extending extra thanks to the new governors and closed the meeting at 19.08 hours, wishing all a Merry Christmas.	

Actions from FGB 29.11.17

Agenda Item		Responsibility
5	Original figures from planned balance	ML
6	Attendance policy review Policy to next FGB	KF/HT HT
6	Check ASP data	HT
6	Marking and Feedback policy to next FGB	HT
6	Behaviour policy to next FGB	HT
6	Revised SDP plan to FGB	HT
6	GPDR standing agenda item	Clerk/Chair
9	Skills audit analysis	Chair
9	Arrange governor away day	Chair
11	Staff absence to SPEC	Chair
13	HT to report on Support Staff pay progression	HT
15	Respond to consultation on school year 2019/20	HT and Chair