



Haselworth Primary School

Haselworth Primary School, Stone Lane, Gosport, PO12 1SQ Tel: 02392 583657

Minutes of the Meeting of the Full Governing Body held on Wednesday 19th March 2014 6pm at the School

Present :	Mrs A Williams (AW)	Chair, Parent Governor
	Mrs C Wilson (HT)	Headteacher
	Mrs E Steele (ES)	Staff Governor
	Mr P Bleckly (PB)	Authority Governor
	Mr P Kilner (PK)	Parent Governor
	Mrs M Adams (MA)	Parent Governor (left 6.27pm)
	Miss N Alcock (NA)	Staff Governor
	Miss H Tissington (HaT)	Parent Governor
In attendance :	Mrs J Dunn (Clerk)	Local Authority Clerk
	Mrs M Leask (ML)	School Business Manager (left 7.30pm)
	Mrs K Foster (KF)	SENCo (left 6.55pm)
Apologies:	Mrs S Faichen (SF)	Authority Governor
Absent:	None	

Agenda Number		Action Points
1	Welcome: The chair welcomed everyone and opened the meeting at 6.05pm.	
1.a	Apologies: Apologies had been received and accepted from S Faichen.	
1.b	Declarations of Pecuniary Interests: The clerk declared an interest in agenda item 3.e.	
2.	Special Educational Needs (SEN) and Looked After Children (LAC):	
2.a	Annual SEN report: The report had been previously circulated. K Foster the acting special educational needs coordinator (SENCo) presented her report to the governors. K Foster explained that the numbers of children with SEN are similar but with a slight shift to higher levels of SEN. There are three statemented children at present and four more that are in the process of getting a statement. Increasing numbers of children are being identified with autistic, attention deficit hyperactivity disorder (ADHD) and behavioural problems. Eighteen children have support from the emotional literacy support assistant (ELSA) and there are a significant number of children with dyslexia. Six children that have joined the school since March have SEN. K Foster referred the governors to the progress data from Target Tracker and said that these results may improve following progress meetings taking place this week. K Foster said that in general, progress is quite poor, although there are pockets of	

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rapid progress with some children in specific areas. Reading and writing shows less progress than maths and this is being looked into and will be addressed. K Foster explained that they are making sure that interventions are running well and that the learning support assistants (LSA's) are more accountable. They should be able to see the evidence to back up the data. K Foster confirmed that she had observed all of the LSA's apart from the two new ones and these have been good. All LSA's have had written and verbal feedback. There is some work to do with the teaching staff and they are looking at what training can be put in place. K Foster said that the Fischer Family Trust (FFT) interventions have been very successful and she is expecting to see a big impact.

K Foster referred the governors to the attendance data and confirmed that the majority of children are at 90% plus. There are a significant number of exclusions for those children with behavioural needs. Support is in place for these children and they are being monitored with regular contact from the behaviour team.

Governor questions to K Foster:

How do we monitor and support these vulnerable children, as they must be at risk from permanent exclusion? What is the impact of the behavioural support team? We take on board the suggested actions and see them weekly although some children take up more time than others. The school pay significant sums for this support and we are in regular contact.

Do we keep a log of their visits? The headteacher said that a log is not kept although they do sign in. A behaviour log is maintained and any support recorded so they can see the impact. BOXALL profiling is used and they are looking for improvement in the children's emotional and social scores. We do need to ask how they measure their impact and how they are held accountable. Five children have been referred to the Lennox centre and not all are receiving equal or adequate support in our view, which is very frustrating. K Foster said that changes of staff are not handled well for these children and they are not sufficiently considering their needs. We will be ensuring our children receive what they are entitled to and need.

How accountable are the support team? The headteacher said they are accountable to the local authority (LA).

Is the LA monitoring? The headteacher said, they must be but the system has changed and they are not coping as well. She confirmed that she would be discussing this with the SENCo and contacting them to see what could be done.

6.15pm M Adams and the headteacher left the meeting.

Are there time lines for these actions to be completed? E Steele said the school sets tight timelines and there will be a meeting before Easter to review the actions. She said she was confident the school was doing their bit.

Have the behavioural team got the same deadlines? E Steele confirmed that they have been agreed. The next stage is to ask questions as to why they have not been completed and that is for the LA to take up.

Do they meet with the class teachers? E Steele confirmed that they do, but not as well as they could do.

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	6.20pm the headteacher returned to the room. K Foster confirmed that the budget allocation was age weighted based on 128 pupils. A Williams said that this is not the SEN budget; the age-weighted allowance is allocated for all pupils with additional funds granted as the school is in a deprived area with low attainment. The budget is £96,488 (ninety six thousand, four hundred and eighty eight pounds), the cost of the LSA's justifying this. £700 (seven hundred pounds) had been allocated for 2013/14 for the SENCo. K Foster explained that the biggest new resources were for dyslexia children, of whom there were a significant number in the school, extending the teaching assistants (TA's) provision and individual items for the children and classrooms. K Foster explained that the report gives the key development points and actions since taking up her role in November 2013. These include: • Filing systems for SEN documents • Individual education plans (IEP's) in place for all children as required and reviewed regularly • LSA professional development • LSA accountability for interventions • LSA ICT skills • LAC role training and development for K Foster The headteacher said that the LSA's had welcomed their professional development and that they are now able to access data, which has increased their accountability. K Foster said that she had participated in some training for her LAC role, is attending the local SENCo circles and is keeping a log of everything she is doing. K Foster explained that the LSA deployment is detailed in the report. Two new LSA's for the children in Year 6 and Year R, are settling in well and four LSA's are running the FFT intervention, which is showing rapid improvement for the children. The headteacher confirmed that this improvement is being transferred into their class work. 6.27pm M Adams returned to the room and left the meeting due to poor health. The chair thanked her for coming in. K Foster said that it is difficult to assess the impact of LSA's uniformly. The ELSA impact has no academic level attached, however, changes will be made to benchmark at the start and end of any programme. A key action for her is to achieve consistent benchmarking and she will be discussing this further with staff. Governor questions to K Foster: Why is there no standardised score for wave 3 Year 3/4? Wave 3 is down to the LSA to input and she is having some trouble keeping up to date. The deadline for input is next week and she is being given extra support for this. Why do you use standardised scoring? It is more uniform across the school and	
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2.b	can be measured. The headteacher said there is a need to measure smaller steps for these children. K Foster said that as explained earlier more hard evidence of ELSA impact is required. Going forward questionnaires and revisiting the Boxall profile will help measure and evidence any impact. There are two LSA's carrying out this role and she had put some genuine quotes in her report from children. K Foster said she is planning to write to parents to give them a clearer understanding of the role of the ELSA. K Foster referred the governors to the external agencies section of her report. She confirmed that the educational psychologist is coming in more and three days have been booked for next year. They will also lead staff through a session on "working memory". Have the LSA's been invited to this session? Yes. K Foster said that the speech and language therapy service (SALT) had reviewed two children in the autumn term, six have been discharged, and three referrals have been sent off this week. The school has a new nurse who has made a very positive impact. She led a staff meeting on asthma and is very proactive. K Foster went through the report detailing staff development and training. Feedback had been very positive, especially from the behaviour management course. K Foster explained that the school continues to provide a high level of support for parents. Information will be available by September 2014 on the school web site, detailing the SEN local offer, SEN policy and SEN information. She will also put up more information on contact with external agencies, to give as much support as possible for parents. K Foster confirmed that her key action points are: • LSA monitoring and development • Training for teachers to support effective progress and attainment • Review children against new criteria and forthcoming code of practice • Set up inclusion partnership agreements (IPA's) for Year 6 children going to secondary school • Action dyslexia screening tests (DST) and Year R vocabulary screening checks • Audio versions of SEN policy for website • Increase parental involvement and support The chair thanked K Foster for her very informative and in depth report. SEN Governor Report: The report had been previously circulated. A Williams said that most of her report had been covered by K Foster. A Williams said that she had spent a lot of time with K Foster going through the proposed SEN	
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	reforms which will be extensive, as this is the first time they have been reviewed for many years. There will be three different briefings for the headteacher, SENCo and governors. Two places have been booked for governors and A Williams and E Steele will be attending on June 24th 2014. A Williams explained that the local offer looks at fourteen questions and will be specific to each school. She would like to consult with parents on what they have prepared and get feedback. A Williams confirmed that she has had one formal meeting with the SENCo, having given her some time to settle into her new role. They also have regular discussions whenever she is in school. They will be looking at ensuring there are both short term and long-term action plans in place. Governor questions to A Williams: You say in your report that SEN children need to be making more progress. How is this being addressed? Some individual SEN children have made rapid progress, but some have made no progress. It is a mixed picture across the school. K Foster explained that there is no generic trend and it is very variable. They need to drill deeper and see what is working and why. She may carry out some learning walks, but the initial step is to see potential barriers to learning. Is your report saying attendance for 9 SEN children is under 90%? Yes, there are 34 SEN children of which 25 are above 90% attendance but 9 are between 80-90%. The headteacher said that this is a big concern and is being addressed.	
2.c	Annual LAC Report: The report had been previously circulated. K Foster explained that she had attended training for her designated teacher role. The personal education plans (PEP's) have been reviewed and the social worker has approved them and agreed they are very thorough. New targets have been set and the next review meeting will be in the Autumn term. The children are slightly underachieving and they are trying to close that gap. Some money will be spent on laptops, games and getting them into some after school activities. They are also having additional interventions mainly around reading and writing. They are happy and settled with no behavioural issues. The LAC governor report had been previously circulated. The chair thanked K Foster for her report and presentation which had been really interesting and thorough. K Foster left the meeting at 6.55pm.	
2.d	Approve SEN Policy: The policy had been previously circulated. Governor questions to A Williams: Under admission arrangements on page 4, it says that if a school is named the	

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3.c	M Leask confirmed that there were no changes to this at £31,486.64 (thirty one thousand, four hundred and eighty six pounds and sixty-four pence). The headteacher explained that this will be used on alterations to the toilets and the refurbishment is planned for the summer holidays. Approve School Financial Value Standard (SFVS): The SFVS statement had been previously circulated. M Leask thanked A Williams, P Bleckly and H Tissington for assisting with the statement. She confirmed the critical incident plan had now been completed and the draft was tabled for the governors. The plan will be reviewed in the buildings and site committee and brought back to the FGB. M Leask confirmed that the red items on the SFVS will be followed through by the resource committee until resolved. The SFVS statement was unanimously approved and signed by the chair of governors.	
3.d	Unofficial Funds Audit: M Leask confirmed that this requires auditing. As it is under £15,000 (fifteen thousand pounds), this can be by a governor who does not sit on the resource committee, or is a signatory. P Bleckly and N Alcock volunteered and it was agreed for this to be completed on the 30th April 2014 at 1pm. The chair thanked M Leask for her reports.	Audit unofficial funds 30/4/14(PB, NS)
3.e	Approve Annual LA Clerking Contract: The contract had been previously circulated. The clerk declared an interest and left the room for the governors to discuss. The clerk returned to the room and was informed that the contract had been agreed for 2014/15, for the standard 54 hours and no committees.	
4.	Resource Committee Minutes 7th March 2014: The minutes had been previously circulated. Revised staffing structure for approval. The headteacher tabled proposed staffing structure changes.. The following discussion was confidential and is recorded on a separate document. The governors reviewed the resources committee minutes. Governor question to the headteacher: Agenda item 3 refers to £500-£600 being spent on LEGO, is this right as it is a large sum? It is not LEGO bricks; it is a computing programme based on LEGO. It is	

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	to help with the new computing curriculum, using pictures and has been recommended by the LA. M Leask left the meeting at 7.30pm. The chair thanked her for her reports and contribution.	
5.	Minutes of Previous FGB Meeting 29th January 2014: The minutes had been previously circulated, the confidential minutes were tabled.	
5.a	Approval: The minutes and confidential minutes were approved as a true copy and signed by the chair.	
5.b	Matters Arising: Agenda item 5.b previous action point 7.a: The chair confirmed that the clerk had provided a copy of a training feedback form and this was now in the training file. The chair said that she had filed copies of all courses she had attended if anyone wanted to look through them. P Bleckly confirmed he will complete a summary sheet for the health and safety course he attended. The chair asked all governors to ensure they complete a feedback form after attending any courses in future and to file all documents. Agenda item 6: The headteacher confirmed she had sent out a data explanation sheet to the governors and placed it on the website. A further copy was tabled. The chair confirmed that whole governing body training hand-outs on interpreting data have been placed in the training file. Agenda item 10.a: The chair confirmed she has e mailed Glyn Wright today regarding the community governor vacancy and is awaiting her reply. Agenda item 10.c: P Kilner said he had contacted governor services to see when S Faichen had completed her safer recruitment training and they could not find a record. The chair said this indicated it would now be out of date and that she was also trained this covered the school. E Steele had previously indicated she would complete the on line training when she had time, to provide another governor. Agenda item 10.d: The chair confirmed that the SEN/LAC annual reports are on today's agenda. Agenda item 10.e: P Kilner tabled an audit of training. He had analysed who had attended courses and they had been fairly well attended although it should be noted that the records are not always accurate. P Kilner said he had looked at the skill analysis forms the governors had completed and there are some gaps. The chair asked him to link the courses governors need to attend against those available in Gosport. P Kilner was asked to provide a report to the chair as outlined by the 25th March, ready for the next Gosport educational improvement partnership (GEIP) chairs group meeting. The following training was agreed to be booked: • Moving your school to good training on the 21st May for H Tissington, P Kilner and E Steele. • Finance training M Adams and H Tissington. • M Adams Induction training. • Governor discipline committee e learning by P Bleckly	Report on required training available in Gosport to chair by 25/3/14 (PK) Book courses (PK)

Approved by FGB/Signed by Chair:

Date: 14th May 2014

Page 8 of 14



Haselworth Primary School

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	Agenda item 11.a: The chair confirmed she had been booked on the curriculum briefing with P Bleckly.	
6.	Headteacher Written Report: The headteacher confirmed that her report had been posted to the governor website and tabled a copy for the governors. • Getting to Good Plan • Annual Visit Report from Leadership and Learning Partner LLP) • Consider How Pupil Premium and Primary Sports Funding is Being Used Within the School and The Impact it is Having In Raising Standards The headteacher confirmed that she had summarised any staffing issues and changes on her report on page one with attainment and progress on the following pages. Year 6 children's predictions for level 4 plus in reading, writing, and maths with a combined level 4 plus in all three are detailed. Governors should note that progress needs to be 2 levels plus, in key stage 2 (KS2). The headteacher highlighted the following from the achievement section of her report: • Last year 67% achieved level 4 for all pupils, each child representing 7%. • Boys are not performing as well as girls. • Free school meal (FSM) children are booming. • School action and school action plus (SEN) children would not be expected to attain level 4, but we would expect their progress to be high. There are issues with one child which is being addressed. • Average point scores (APS) should be at 27 points. • There is a dip in all three subjects from last year. • Children who have spent all their time in Haselworth have been considered separately as there are a number of new children joining in Year 6. Those children who have been here longer show better results in attainment and progress. • A secure level 2b is expected at KS1. • Year 2 FSM children and SEN children are not likely to achieve the level we need them to be. • A twelve-week action plan for Year 2 to ensure accelerated progress. • The key focus is on Year 2 and Year 6. Governor question to the headteacher: How long will you have the action plan in place? Until we get the children where they need to be. The data has to be submitted to county by the 30th June 2014. Pupil premium is being used to support, as there have been significant needs in Year 2. • Early years (EY) are green on last year's data but this year is a different curriculum and assessment system. • In EY, the writing has improved.	

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- Knowledge of shapes, space and measures in EY is very low. We will ensure they have access to the maths provisions and have improved the indoor and outdoor environment, so they can show us they can do it.

The headteacher referred to the LLP report from November 2013, which was very positive. 75% of lessons were judged good or better, up from 12% last year. There are some gaps in subject knowledge for some teachers to be addressed.

The headteacher explained that the school council had been busy creating the "language for learning" and five words have been taken forward across the school. These are:

- Self-belief
- Adaptability
- Creativity
- Resilience
- Reflection

The headteacher said that with behaviour and safety, things had improved generally. There are seven children on the child protection register and a number with the locality team. The fixed term exclusions relate to six children, five of whom are receiving primary behaviour support.

The headteacher confirmed that attendance needs to be at or above 96%. She said there are a significant number of children who are persistently absent (under 85%), with eleven below 80%. The home school link worker (HSLW) is on the case and has set strict targets. If these targets are not met, it will be necessary to go to county for support. This continues to be something the school needs to work on.

The headteacher tabled a revised and slimmed down "Getting to Good Plan" and explained that completed or no longer relevant items had been removed. The impact log is still included. The school may go to four or five classes depending on the needs of the Infant school as there is a larger cohort of thirty in Year 1.

The headteacher said that the sports premium funding is detailed on the website and there is a need to restock resources. Next year there is the possibility of employing a sports leader across a cluster of schools. This would support and give staff training so ensuring sustainability. Seven schools are interested and the headteacher explained that she is on the working party looking into this. They have agreed for the interviews to be conducted at Haselworth as it provides challenging grounds to work with and show what they can do. This could give the school access to one person, one day per week.

The headteacher explained that pupil premium information is on the website apart from the update column. The real highlight for the school was the money spent on the residential visit for Year 6 allowing all the children the opportunity to go. It had been decided to change the timing of the visit to the Autumn term next year, so that the school benefits across the year, from the positive improvement in communicating, behaviour and problem solving, rather than the secondary school.

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	The chair thanked the headteacher for her report.	
7.	Curriculum and Data Committee Meeting 7th March 2014: The minutes had been previously circulated. • Maths leader report (previously circulated): There were no questions from the governors. • Link Governor Reports: E Steele confirmed that the link governor reports had been reviewed in the committee and shared with staff. The staff will be able to use some of the reports as evidence in their performance management reviews next week. The chair said that as the staff will be using the reports in their performance management reviews, it is very important that they are completed thoroughly and any statements they contain are factually correct. The correct form must be used (this was not always the case with the last set of forms) and be on file for Ofsted to look at. Governor questions: When are the performance management reviews happening? The headteacher explained that the interim reviews are currently taking place. The annual reviews will take place in October and will agree the following year's targets. Another meeting is arranged if anyone is off track. When is the next governor visit day due? The chair said that the date for this will be agreed in the SPEC committee meeting. The chair confirmed that the risk assessment for the residential visit will be under the chair update section of the next FGB agenda. Policies to be ratified: all policies had been previously circulated. Homework Policy: The policy was unanimously approved. Twitter Policy: The headteacher explained that this policy had been written as the school had opened a twitter account, following contact with the Great Britain Olympic Bobsleigh team. This was very exciting for the children. The policy was unanimously approved. PSHE Policy The policy was unanimously approved. The chair thanked E Steele for her update.	
8.	Building and Site Committee: The chair confirmed that no meeting had been held. • Health, safety (H&S) and security. • Fire Safety Review; (the summary had been previously circulated). The chair confirmed that the headteacher, A Smith, and A Williams had completed	

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	the fire safety review. The chair said that she would be working with A Smith to build a rolling H&S training programme for staff and they would be devoting an inset day for staff training. The fire safety manual had been signed off and the fire safety policy will be put to the FGB for approval. They had been waiting for the critical incident plan which had now been completed. The chair explained that a device will be fitted to the headteacher room's door which will hold it open whilst conforming to H&S regulations for fire doors. The headteacher said that the present door is supposed to stay closed, which does not fit in with her wish to be available to the children. The fitting costs about £100 (one hundred pounds) and will be linked into the fire safety system. Governor questions to the headteacher: Is the new door compatible with the fire system? As far as I am aware, it is. A Smith has one already and is happy to sign off on it. The headteacher explained that the school is getting quotes for lockers for the children to help with trip hazards and general tidiness. They would not have keys but twist locks instead and can be customised. They would be ordered for the older children to start with and see how it goes. Are these lockers for coats and bags? For all their belongings. At present, they are on pegs and often fall off, so creating a trip hazard. As most of their things are flammable, it is also a fire hazard as the pegs are on an escape route.	
9.	SPEC Committee Meeting 3rd February 2014: The minutes had been previously circulated. Confirm the school website information is up to date. The chair confirmed that E Steele and the headteacher had checked all the statutory information and are now working on items the school would like to have on there. The chair said that the next meeting will be held on Monday 24th March and will review the governor allowance scheme.	
10.	Chair Update: 10.a Child Protection Governor: The chair confirmed that S Faichen was not at the meeting today, but there are seven children currently on the register. 10.b Pupil Premium Governor: The chair confirmed she will be meeting with Mrs Ashman and will report back to the GB. 10.c Policy Ratification Going Forward: The chair confirmed that all policies will continue to be placed on the governor zone for governors to look at, however as all revisions this year have now been through the FGB; it was no longer felt necessary to send all policies for ratification to the	

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	FGB. The policy review planner details which policies legally have to go to the FGB and which can be developed and approved within committees. This approach will reduce the amount of paperwork governors have to read through before a FGB meeting. Governors can still ask questions and committee minutes will detail which policies have been approved. Any policies that the chair, headteacher, or clerk feels should be seen by all governors will continue to go on the FGB agenda.	
11.	Governor Training:	
11.a	Feedback on Governor training Undertaken:	
11.b	Training Audit: The chair confirmed that both these items had been previously covered within the meeting.	
12.	Policies for Approval: Single Equality Statement: The statement had been previously circulated. The chair confirmed that new objectives had been added for the exclusion data on pages 4 and 6. This figure will be higher than that stated on the headteacher's report as it covers the period March 2013 to March 2014. Progress noted within the SPEC meetings has been added onto pages 8 – 10. The chair confirmed that all the information has been stored and collated ready for the SES review in March 2016. The statement was unanimously approved.	
13.	Correspondence: The chair confirmed that she has added important school communication documents to the governor zone for governors to read. The chair noted that under school communication SC01083 the manual of personnel and practice (MOPP) will need to be re-adopted at the next FGB, due to some major amendments during the year.	MOPP to be re-adopted at next FGB – agenda item (clerk)
14	Dates of Next FGB Meetings: The next meetings were confirmed as: • SPEC 24th March 2014 • Buildings and Site 24th April 2014 • Curriculum & Data 28th April 2014 • Resources 2nd May 2014 • FGB 14th May 2014 6pm The chair thanked everyone for their attendance and apologised for the length of the meeting due to the excellent annual report from the SENCo. The meeting closed at 8.40pm.	

Approved by FGB/Signed by Chair:

Date: 14th May 2014

Page 13 of 14



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ACTION SUMMARY

Agenda item	Action Required	Responsibility
3.a	Ensure payment is received from the children's centre by 27/3/14	M L
3.d	Unofficial funds audit 30/4/14	PB and NA
5.b	Report training required against training available in Gosport by 25/3/14 for COG	PK
5.b	Book training courses: Moving your school to good – HT, PK, ES Finance – MA, HT Induction – MA GDC e learning - PB	PK PB
13	FGB agenda item – re-adopt MOPP	clerk

Approved by FGB/Signed by Chair:

Date: 14th May 2014

Page 14 of 14