

## CARDEN PRIMARY SCHOOL GOVERNING BODY MINUTES

<b>Committee</b>	<b>Health Safety and Welfare</b>
<b>Date/Time:</b>	23 <sup>rd</sup> February 2016 4.00 pm
<b>Location:</b>	Carden School
<b>For:</b>	HSW Committee
<b>Distribution:</b>	Governing Body Website
<b>Quorum:</b>	<b>3</b>
<b>Attendees:</b>	Karen Wicker (KW) Chair of governors Helen Longton-Howorth (HLH) Headteacher Jayne Bravery (JB) Paul Smith (PS) John Hull (Chair of Committee) Daniel Holmes (DH) Other: Lisa Perrin (LP) Janet Johnson (JJ) Clerk
<b>Apologies:</b>	Jeff Nixon Karen Czucha (KC) Sophie Wadleigh (SW)

	<b>DISCUSSION and DECISION</b>	<b>ACTION</b>
1	<b>Welcome</b> JH opened the meeting 16.00. Jeff.	
2	<b>Declaration</b> of Interest in items on the agenda No new declarations were made when invited.	
3	<b>Minutes from</b> The minutes of the meeting on 23 <sup>rd</sup> November 2015 were agreed to be an accurate record and signed accordingly.	
4	<b>Matters Arising if not covered elsewhere</b> 4.1 <b>Re stakeholders – have there been any surveys?</b> Early years' parent survey had been undertaken. 4.2 <b>How is complaints policy to be reviewed?</b> In discussion and recalling their involvement in issues raised over the last year governors agreed: <ul style="list-style-type: none"> <li>• The wording of the policy was up-to-date.</li> <li>• Complaints had been received from a variety of sources</li> <li>• They were satisfied with the response given by the school and that any required changes had been made.</li> <li>• The policy should be reviewed again next year.</li> </ul> 4.3 <b>Are governors up-to-date on safer recruitment training?</b> JB had completed the safer recruitment training. There were now 3 governors who had completed this.	JH

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5	<p><b>SCHOOL IMPROVEMENT</b> Single Plan theme 4. <b>IMPROVING BEHAVIOUR FOR LEARNING.</b></p> <p>Governors were informed</p> <ul style="list-style-type: none"> <li>• There had been a higher number of fixed exclusions but these were mainly for one child. Strategies had been put in place and the situation was now improving.</li> <li>• For red slip (breaches in behaviour policy) data there were more boys than girls and some classes were higher than other.</li> <li>• Pupils with higher red slip numbers are targeted by the learning mentors who employed various strategies including attendance at lunch group. Some were referred on to 'Safety Net' and play therapy.</li> </ul> <p><b>Are these reported to you by the teachers?</b> HLH advised it is the system we have in the behaviour policy. LP could confirm that everyone sticks to the policy and the parents and children know this is consistent throughout the school.</p> <p>Governors wished to be informed as to the success of having 'Aspiration' as the focus for this term. HLH and LP confirmed there had been class and whole school activities and aspirational speakers had visited. The school was in the process of gaining feedback from pupils and a learning walk was taking place the next week.</p> <p><b>How would you expect success to be shown?</b> Children should be able to talk about it and work set should not set an upper limit to challenge.</p> <p><b>Do you get universities coming in?</b> We are just starting a project with Brighton University under their Widening Participation scheme.</p>	<p style="text-align: right;">KW HLH</p>
6	<p><b>How do we know our environment is safe and the school promotes all aspects of pupil's welfare?</b></p> <p>6.1 Non-premises</p> <ul style="list-style-type: none"> <li>• <b>Children.</b> Termly safeguarding report and Interim review.</li> </ul> <p>KW report had already been received and considered by governors. She had attended at the school with the deputy headteacher and the LA safeguarding lead. Governors were pleased to note the school were impressive in their management and implementation of safeguarding procedures. KW could confirm she had also monitored some individual cases and knew they were dealt with very thoroughly.</p> <p>The report was accepted.</p> <p>The safe and well at school survey results were requested for the next meeting.</p> <p><b>What were the indications?</b> Good, we always do well. It might not have been quite so high as last year as that was particularly high.</p> <p><b>Are the children influenced in any way?</b> No, we need to know the true results. We do need to explain what bullying is but this is aided by the survey taking place in anti bullying week. Support in reading the questions is also given where required.</p> <p><b>What about cyber bullying?</b> This is more of a problem with parents. Governors supported the school in continuing to take action to tackle this.</p> <ul style="list-style-type: none"> <li>• <b>Staff.</b></li> </ul> <p>KC had not been able to undertake the survey and this was deferred until the next meeting. Governors knew a well-being policy for staff had been introduced.</p>	<p style="text-align: right;">HLH</p> <p style="text-align: right;">KC HLH</p>

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	<ul style="list-style-type: none"> <li>• <b>Parents</b> A parent survey/results was required.</li> </ul> <p><b>6.2 Premises</b> Are actions on the school development plan for Health and Safety on course? A report from the Health and Safety school committee had not been received. JB presented her report following a visit to the school. This had covered part of the extensive premises, was thorough and identified a number of minor areas for attention. The report was accepted subject to changing the year attended to 2015. HLH and Simon Lackner from the LA had since completed a Health and safety walk. The only things on the audit outstanding were office staff time at computer screens and up-dating the generic risk assessments for classrooms and playrooms. Everything else was good. The full report is awaited. JB recalled the previous report had been lengthy so it was pleasing to note the improvement. <b>Do you grade repairs for need?</b> No. The issue is funding. We give priority for Safety improvements. Governors supported the process of writing repairs in a book and of taking action regarding safety in the lower car park as reported elsewhere. Discussion turned to 7.3</p>	<p>JH HLH</p> <p>KW HLH</p> <p>JB HLH</p>
<p>7</p> <p><b>Main item</b></p>	<p><b>Single Plan Key Theme 2 &amp; 3. How do we know all children have equal access to the school's curriculum and school life?</b></p> <p>7.1 To what extent is the governors' expectation for Relationship and Sex education met? SW had already advised the LA have not responded to queries regarding the RSE policy and SW would take the matter forward with the Deputy Headteacher.</p> <p>7.2 Attendance. KW had received and considered statistics on attendance. These would be circulated. In summary:</p> <ul style="list-style-type: none"> <li>• Attendance is slightly down on last year.</li> <li>• Year 6 lower and Year 1 attendance was lower than other classes.</li> <li>• To November was 94.77% and to date 94.61%.</li> <li>• Persistent absentee numbers had dropped but made a significant percentage of the absence</li> <li>• 28% of the persistent absentees were in no particular group</li> <li>• 49% of the persistent absentees were pupil premium</li> <li>• 38% of the persistent absentees were SEN</li> <li>• 17% of all pupil premium were persistent absentees.</li> <li>• Students with English as an additional language were 19% of the 12%</li> </ul> <p>Governors were particularly concerned with the attendance rates of pupil premium students and wanted to drill down into the reasons for the absence. KW HLH advised holidays were still an issue and the school was adopting a wide range of strategies to address the issue. Governors were concerned particularly with the safeguarding aspect of absence and supported the school in following through with actions in line with the attendance policy. Has holiday absence decreased since fining commenced? No. DH confirmed it was discussed at progress and parent review meetings.</p>	<p>SW</p> <p>KW</p> <p>KW</p>

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<p><b>7.3 Does the SEND policy ensure equality in practice?</b>  The report from JH following his visit to the school had already been circulated and considered. LP had also already been sent a number of questions regarding SEND and she now tabled her responses which were accepted. Data from RAISE online had already been considered and further data being a breakdown by year group on attainment and progress in reading writing and maths for SEN, Non-SEN and in-school Gap were provided.</p> <p>7.3.1 LP added:</p> <ul style="list-style-type: none"> <li>• 2 of the 3 new arrivals had very high SEND needs.</li> <li>• Reading was very strong at Carden in year 6</li> <li>• Expected progress year 2 to year 6 was very good.</li> <li>• Maths was the weakest area – 71% made the standard; but progress was better at 80%</li> <li>• Spelling punctuation and grammar is a key issue for SEN but primary needed to remain on reading and maths</li> <li>• Those who did not pass phonics in year 1 did so in year 2 (with the exception of a pupil in the speech and language centre).</li> <li>• Writing remains an issue and there were a number of strategies being used to address this.</li> </ul> <p>7.3.2 Governors were concerned with the possibility of over identifying SEN. <b>Are you accurately identifying?</b> We are looking at the register and being clear with staff when a child should be on the register. The LA have visited and checked. Figures are down on 2014. We can justify most on the register but some are being kept to make sure for certain the interventions had worked before taking them off. Children are considered individually and they do not have to be on the SEN register to be receiving the programmes.</p> <p>Governors noted the impact of the speech and language centre on the data would be considerable. Bsquared were yet to attend with their presentation on an assessment scheme for progress.</p> <p>7.3.3 <b>What help do you have with the identification of SEN?</b> For some there is already a diagnosis, for others it is watching their progress and the assessment of experienced teachers. If general interventions do not make a difference then they are put on the register. We also talk to parents or enlist professionals.</p> <p>Governors knew professionals would not be so available after the SEND review and HLH confirmed there was no service level agreement with the LA regarding the speech and language centre and there was no representation from Carden on the appointment panel. The ICAN unit was also an issue with 5 places unable to be filled because of the cut in transport funding.</p> <p>7.3.4 LP invited further queries by email. She was thanked for her work. It was agreed HLH would meet with Regan Delf and request a further meeting at which governors would be invited.  JH would attend with Rose Carter re a SEN learning walk and report back. LP would liaise.</p>	<p>ALL HLH</p> <p>LH LP</p>
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	<p>DH arrives 17.14 LP leaves Discussion reverts to 7.1 <b>7.4 To what extent are the aims of the supporting pupils with medical conditions met?</b> JH had visited the school and governors had already considered his report. DH confirmed copy IHPCs were kept in the classroom with the teacher. JH clarified the position regarding funding with HLH to his satisfaction. A governor could confirm the school met the needs appropriately. There were no further comments.</p>	
8	<p><b>How will the effectiveness of this committee be considered?</b> In discussion it was agreed PS would report back on an exercise being completed for D&amp;R committee and it would be taken forward in time for the summer meeting. Do governors need to recruit, reallocate work or up-skill? This item was not discussed</p>	<p>PS  JH</p>
9	<p><b>Required for next time (10<sup>th</sup> May):</b> Aspiration report - HLH Safeguarding report - KW Accessibility plan - JB Learning walk JB Learning walk Maths SEN JH Edison report – DH Evaluation HSW - TBA</p>	<p>JH      JH</p>

..... Signed ..... dated

### ACTION POINT SUMMARY

ITEM	OWNER	ACTION	DUE BY
4	JH	Take forward as appropriate	End of term
5	KW HLH	Liaise re format of report required re evaluation of 'aspiration' theme	EOT
6.1	HLH	Circulate SAWSS results (and action taken) for next meeting	2.5.16
6.1	KC HLH	Undertake staff survey re health and safety, report back	2.5.16
6.1	HLH	Results from a parents survey	EOT
6.2 c/f	KW HLH	Re H&S policy arrange re reporting from H&S school committee . Liaise JB as required	EOT
7.1	SW	Take forward RSE policy with CL	2.5.16
7.2	KW	Circulate attendance figures	7.3.16
7.3	KW	Investigate and report back on barriers for PP attendance	2.5.16
7.3.4	ALL	Any further queries re SEND, achievement, equalities etc – email LP	7.3.16
7.3.4	HLH	Invite governor to attend a meeting with RD re S&L/ICAN	2.5.16
7.3.4	JH	Arrange and report back on learning walk – maths/SEN as per report	2.5.16
8	PS	Suggest method following D&R exercise. Liaise JH, KW	17.3.16
8	JH	Take forward recruitment, reallocate work or up skill as appropriate, discuss with KW as required	EOT