

CARDEN PRIMARY SCHOOL GOVERNING BODY MEETING MINUTES

Committee	Health Safety and Welfare
Date/Time:	10 th May 2016 4.30 pm
Location:	Carden School
For:	HSW Committee
Distribution:	Governing Body Website Catriona Lane
Quorum:	3
Chair of Committee	John Hull
Attendees:	Governors: John Hull (JH) Jeff Nixon (JN) Karen Wicker (KW) Chair of Governors Sophie Wadleigh (SW) Daniel Holmes (DH) Helen Longton Howorth (HLH) Headteacher Other: Janet Johnson (JJ) Clerk to Governors Catriona Lane (CL) Deputy headteacher
Apologies	Paul Smith – Accepted Jayne Bravery – noted

	DISCUSSION AND DECISIONS	ACTION
1	Welcome and apologies for absence. JH opened the meeting and welcomed everyone for attending. Karen Czucha's absence had previously been agreed.	
2	Declaration of Interest in items on the agenda No new declarations were made when invited. No withdrawals from any of the planned discussions were required.	
3	Minutes from last meeting 23 rd February 2016 These were agreed to be an accurate record and signed by the chair accordingly.	
4	Matters Arising if not covered elsewhere The parents survey had not been completed and no other matters were raised.	
5	SCHOOL IMPROVEMENT Theme 4. PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE 5.1 Attendance pupil premium – breakdown of reasons for poor attendance. CL tabled a report which she then talked to. It showed attendance this year from Nov, Feb and to date and in common with previous years there had been a slight decline at this time of year. This had in the main been due to mumps in Key Stage1, slapped cheek and scarlet fever. CL had been in discussion with the LA attendance lead and it transpired there were discrepancies between the LA and school data. This was due to the school including reception and errors in the LA	

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<p>persistent absentee recording. Governors supported CL in continuing to monitor reception especially because of Child Protection reasons.</p> <p>As requested by governors CL had provided a breakdown by reason for absence of the persistent absentees and then within each group as to whether the child was pupil premium (PP). Child protection issues were largely related to PP but the largest group was 'resilience' where there were equal numbers of PP and non PP. It was clearly a significant issue and governors supported the school in focussing upon addressing it. Discussions had taken place with parents and a whole raft of actions had commenced to change where necessary the mindset of children, parents and staff and to provide positive reinforcement.</p> <p>Governors were interested in seeing whether there would be an effect from fining for holidays. Is it up to the council to follow up? Yes, we have had one person taken to court as they have appealed it.</p> <p>A further report on the resilience group would be requested for the next meeting of the committee.</p> <p>5.2 Termly safeguarding report and Interim review. To include progress on implementation of Prevent and British Values</p> <p>KW reported plenty of evidence and ethos of school and reducing barriers to learning m</p> <p>Governors had already considered the annual safeguarding audit and now a governor reported back following further visits to the school.</p> <ul style="list-style-type: none"> • Plenty of evidence had been seen witnessing the ethos of the school, British Values and reducing barriers to learning • One example in connection with the Prevent initiative was working with younger siblings fundraising for children in Iraq. • The audit had shown everything was in place and it was a good working document. • A new Keeping Children Safe in Education document was awaited and the audit would be amended to include work done regarding domestic violence and child sexual exploitation. • Numbers of children and families for 'early help' 'in need' 'in care' and with a child protection order were given. Three of the 4 categories were included. • JN had attended safeguarding training. • The CPOMS system continued to work well including checking trends and data. <p>It was concluded the school goes a long way to develop alertness and the high number of children identified was as a result of that.</p> <p>5.3 To what extent is the governors' expectation for Relationship and Sex education met?</p> <p>A report would be made following SW's attendance at the staff meeting on the new curriculum regarding 'safe to learn'. HLH will circulate the policy.</p>	<p>CL KW</p> <p>HLH</p>
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	<p>5.4 Governor assessment of the SEF Behaviour section</p> <p>Governors had already considered the Ofsted descriptors and school self-evaluation in conjunction with the Single plan for improvement. CL now provided the further information required.</p> <ul style="list-style-type: none"> • Exclusions at 8.5 days were just above last years but this was all one pupil and the school was doing all it could including working with the LA and parents. • The nurture group apart from the above exception had been an excellent venture. An example was given of the transformation of a child originally needing two to one support every day and was now very happy at school and making great progress. Others have made significant progress. • An advantage of the group was that if after 8 months of such high level support there is not enough progress it demonstrates the child needs more than can be provided at a mainstream school. Other local schools want to set one up and they are working with them and CL is contributing to the LA SEND review. • Current red slip (poor behaviour) data had gone up but this was attributed to one pupil whose behaviour had improved from regular exclusions. • Analysis of red slip data had shown peaks amongst the younger staff and late on Thursdays and Friday mornings. The school was currently considering options for change to improve matters for staff and children at these times of fatigue. • The safe and well at school survey data was excellent and the school compared very well within the LA. • Success was due <ul style="list-style-type: none"> ○ in no small measure to the supportive actions of HLH in backing staff, the nurture groups, the learning mentors etc. ○ In identifying the children and issues really young and working with them. A governor confirmed staff all bought into the values of the school and there was not a 'they will grow out of it' viewpoint often taken by other schools. <p>CL would send an evaluation of the nurture scheme to governors. HLH would include the latest climate for learning data in the newest school self-evaluation.</p> <p>Governors recognised the school described in the personal development behaviour and welfare section. They knew attendance at Carden was relatively low and although improving by small increments until it had improved significantly they would not consider the school to be outstanding in this area. They thanked CL for her work.</p>	<p>CL HLH</p>
6	<p>Theme 3 EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT</p> <p>How do we know our environment is safe and the school promotes all aspects of pupil's welfare?</p> <p>Governors had already considered DH report which included relevant issues. The Health and Safety school committee was not discussed.</p> <p>6.1 Non-premises</p> <ul style="list-style-type: none"> • Children. CL had advised the Safe and Well at school survey had shown 	<p>JH</p>

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	<p>children felt safe at school. They had also been included in drawing up the schools values and community code. DH advised there was a learner voice team where, with Edison we try to talk to the children and there is a feedback session every Friday. JN had conferenced them with maths.</p> <ul style="list-style-type: none"> • Staff. An up-date as at the end of term from KC or KW would be provided for the autumn term meeting. • Parents <i>What do parents say?</i> This will be done at the end of term and annually thereafter for consideration in the autumn. Contributions to Parent view would also be encouraged. <p>Governors stressed how interested they were in the results.</p> <p>6.2 Premises .</p> <p><i>Are actions on the school development plan for Health and Safety on course?</i> HLH advised</p> <ul style="list-style-type: none"> • All recommendations from the learning walk had been actioned. A further report had been made. Governors had received the report and no major issues identified. • The playground will be resurfaced and the gym club equipment has been resolved so fire risk has been removed. • There is a termly rolling focus. In addition Simon Lackner from the LA had up-dated the audit from the previous headteacher's time and there was nothing major outstanding • Accessibility plan – governors had received this and HLH informed it was reviewed along with the needs of incoming children. The plan was up-to-date. <p>6.3 ICT policy in action review. The governor report would be made in autumn.</p> <p>6.4 Training – HLH confirmed the premises manager was up-to-date on training</p>	PS
7	<p>Theme 2 Quality of Teaching, learning and assessment. Spring term learning skill:</p> <p>7.1 Vision - Evaluation of the 'Aspiration ' Focus</p> <p>DH had reported on the Learning environment and this included the aspect of aspiration. He informed</p> <ul style="list-style-type: none"> • Conceptually aspiration was the most challenging but requiring greatest focus: the values have been prominently featured and explored in assemblies and through inviting inspirational speakers to the school. The reception area prominently features pupil thoughts about aspiration as do classrooms. Learning walks and pupil conferences have supplied really encouraging evidence of how far our learners have come with this in a very short space of time. A lot of aspects due for year 3 of the plan have been tackled in year 2. • Concentrating on having ideas, articulating them with reasons and listening to others ideas has helped with learning skills. To prompt them out of passive learning and having the courage to have ideas. <p>DH summarised that it had been a very positive year where we have exceeded the</p>	

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	<p>expectations for progress outlined in the Edison framework. The short and medium term goals are clear and on track to be achieved whilst the longer term goal (independent, positive, resilient and collaborative learners) is well under way.</p> <p>Other governors could confirm children had responded well to the speakers and loved representing their school in aspirational settings. HLH was continuing to build on links with schools with greater access to support and funding from business.</p> <p>Governors thanked DH for his report and supported HLH in agreeing there is a duty to open up the world to children.</p>	
8	<p>Theme 1. Outcomes for children and other learners</p> <p>8.1 SEN Follow up questions There were no further questions following LP's comprehensive response to queries. HLH will check and circulate the up-to-date policy.</p> <p>8.2 Does the SEND policy ensure equality in practice? and</p> <p>8.3 Learning walk maths/SEN – reports from JH had not been received. Jacqueline Coe would be reporting findings and JH would report.</p>	<p>HLH JH JH</p>
9	<p>How do we know the school works well with its community, parents and other schools?</p> <p>In discussion it was decided the next focus would be on an exit survey of year 6 parents. This would be undertaken by HLH.</p> <p>Are there any issues with children going on to secondary school? They are supposed to be tested in first year of being there if don't make the grade in year 6. There is a catch up premium available to secondary schools and there is lots of liaison surrounding transition.</p>	<p>HLH</p>
10	<p>Effectiveness of this committee</p> <p>KW tabled a document of work completed, all of the behaviour section and nearly all the SEND work had been completed. It was agreed to be a sensible document that could be used to assist with agenda and terms of reference formulation and the termly overviews might be dispensed with.</p> <p>Thanks were passed to KW and it was noted there was an FGB training session on 20th May on improving the governing body.</p>	
11	<p>Items for next meeting –</p> <p>Assessment of behaviour</p> <p>Review of behaviour principles (using results of surveys)</p> <p>Confirmation premises management documents are in order (if not covered in H&S report) – termly.</p> <p>Communication/Website information review (HSW related)</p> <p>Visitors/parents expected behaviour – Annual review due.</p> <p>Safeguarding audit,</p> <p>RSE policy report - SW</p> <p>Health and Safety - JB</p> <p>Attendance – resilience – CL</p> <p>ICT</p> <p>SEND effectiveness</p>	<p>Chair/VC Chair/VC HLH</p> <p>HLH KW SW JB CL PS JH</p>

..... signed dated

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	OWNER	ACTIONS	DUE BY
5.1	CL KW	Provide report on effectiveness of targeting 'resilience' group for attendance	Next meeting
5.3	HLH	Circulate RSE policy	
5.4	CL	CL would send an evaluation of the nurture scheme to governors.	Next meeting
5.4	HLH	HLH would include the latest climate for learning data in the newest school self-evaluation.	FGB
6	JH	Take forward the H&S policy monitoring via the H&S committee as appropriate	
6.3	PS	Provide up-dating report on HSW ict policies	Next mtg
8.1	HLH	Circulate final policy - SEND	
8.2 8.3	JH	Take forward SEN policy monitoring, liaise other governors as appropriate	11.6.16
9	HLH	Undertake exit survey – liaise governors re any questions?	
		Items for next meeting if not shown above –	
	Chair/VC	Assessment of behaviour. Decide how review should take place and information required	
	Chair/VC	Review of behaviour principles (using results of surveys) Decide how review should take place and information required	
	HLH	Confirmation premises management documents are in order (if not covered in H&S report)	
		Communication/Website information review (HSW related) <i>Discussion?</i>	
	HLH	Visitors/parents expected behaviour – Annual review due.	
	KW	Safeguarding audit, report	
	SW	RSE policy effectiveness report	
	JB	Health and Safety - JB	
	JH	SEND effectiveness	