

**PATCHAM JUNIOR SCHOOL
GOVERNING BODY MEETING
MINUTES**

Meeting of:	Full Governing Body
Date/Time:	30 th April 2019 5.30pm
Location:	Patcham Junior School
Distribution:	Full Governing Body, Website
Quorum:	For decisions to be binding at least 7 governors were needed. The meeting was quorate throughout.
Apologies:	Andrew Joinson (AJ) - accepted Isabelle Bagley (IB) - accepted
Present:	Governors (voting) Derrick Davis (DD) Tamsin Hinton-Smith (THS) Ruth Nilsson (RN) Marion Rajan (MRJ) Chair of Governors Mark Rodericks (MRD) Andrew Saunders (ASD) Danny Simpson (DS) Nigel Stock (NS) Alister Sutherland (AS) Headteacher Jack Tyler (JT) Other (non-voting) Janet Johnson (JJ) Clerk to Governors

	DISCUSSION AND DECISIONS	ACTION
1	<p>INTRODUCTION</p> <p>1.1 MRJ opened the meeting and thanked everyone for attending.</p> <p>1.2 Apologies were considered and Anabelle Carrington's absence was noted.</p> <p>1.3 There were no new declarations of interest when invited. DS spouse continued to work at the school. No withdrawals from the meeting were envisaged to be required and all governors could take full part throughout.</p>	MRJ
2	<p>LAST MEETING</p> <p>Papers: Minutes from meeting 28.3.19</p> <p>2.1 The minutes were agreed to be an accurate record of the meeting and signed by MRJ accordingly.</p> <p>2.2 Matters arising not included elsewhere on agenda</p> <ul style="list-style-type: none"> • Appraisal. ASD had received information from this school and would report at the following meeting, following comparison with another school. • Equalities. There had been no further queries regarding equalities. MRD would report back on the effectiveness of the related policies and provide any related statutory policy wording amendments for the July meeting. • Stakeholder feedback would be discussed later in the meeting; however, in discussion it was agreed there would be a governor link to each year group. They would be a point of contact for parents, attend relevant parent evenings and visit with year group leads to discuss data and curriculum links if not covered elsewhere. Parents would continue to be directed to teachers to resolve any issues in the first 	

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	place. It would be promoted through a newsletter. Initially RN would be linked with year 5, THS year 6, JT year 4 and IB year 3. MRJ and JT would compile information for a future school newsletter.	RN THS JT MRJ IB
3	<p>CHAIR'S REPORT Papers: Chair's report; lead governor role description and lead governor responsibilities.</p> <p>MRJ informed the annual performance review of the clerk had been carried out by MRJ and DS. The value added by the clerk had been acknowledged. Some extra hours had built up due to the development of the annual plan and governors were requested to direct urgent matters to MRJ till the end of term.</p> <p>Governors were reminded that they just needed to contact MRJ if they wanted to put an item on the agenda.</p> <p>The link governors were reviewed and in discussion it was decided that although in previous discussion it had been considered that a link with every subject was not needed, it might be prudent, even for a short time to enable confirmation that the curriculum was ready for the likely changed focus for Ofsted. It was noted there was a secondary trained geography teacher as the lead at the school and a governor had experience of history teaching. JT would be the humanities link, ASD would take over computing, and IB would be asked if she would lead on languages. RN would follow up with music.</p> <p>Governors were thanked for taking on the additional roles and the report was accepted</p>	JT ASD IB RN
4	<p>Strategic Direction Update Papers: SDP/SIP Extract re governors, Risk Register '11/'12, Ways to reduce workload in school + PowerPoint presentation.</p> <p>4.1 Revisiting involvement in SDP/SIP. Governors considered the section of the SDP relating to the short summary of areas of the school of which the governors were particularly proud and areas which they were challenging the school to improve upon.</p> <p>Comments included:</p> <ul style="list-style-type: none"> • The school still needed to be challenged to diminish the difference for disadvantaged pupils and those with SEND but governors were proud of the outcomes. • The maths outcomes are extraordinary. We are really proud of the maths outcomes and provision of maths teaching. • Being very proud of the behaviour at the school and wanting to ensure positive behaviour continues to be the norm. • Proud of the consistently high reading. • We are proud of the vast array of opportunities to indulge in extra-curricular activities and their inclusive take up. • Continue to challenge the school to increase the amount of greater depth writing. • Continue to develop positive relationships with local schools across phases at all levels. • Provide evidence that the school offers a broad and balance curriculum, as well as the benefits of that. • To ensure that leaders and teachers are able to have a satisfactory 	

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<p>work-life balance and that it continues to be an inclusive environment for staff.</p> <ul style="list-style-type: none"> • To focus on outcomes and well-being for all children. Challenge the school to ensure all children reach their potential regardless of gender, identity and difference. <p>AS confirmed that the headteachers of the local schools met regularly. What opportunities do you have to link? The contraction of the BCPfE partnership due to other schools' budgetary difficulties had meant they have to be more creative to achieve this. Some examples were given. See also item 4.4</p> <p>AS would update the document and circulate for further amendments.</p> <p>4.2 Up-date Risk Register. The use of this was discussed and it was decided it needed to be referred to more regularly. The old register was in need of update and the format reviewed. ASD and DS would undertake this work, and bring a draft Risk Register to the next meeting of the full governing body.</p> <p>4.3 Self-Evaluation of the governing body. The meeting 4.3.19 had reviewed a number of aspects of the governing body and for the formal review it was decided the 20 questions would be considered at the July meeting. MRJ would start the document off and ask different people to complete the areas to enable completion prior to the meeting. A skills audit would be undertaken. JJ would send each governor their last completed form and they would review this and return to JJ by the end of May. AS added that he considered it to be an excellent governing body that was most definitely a critical friend. He felt both challenged and supported.</p> <p>4.4 Review of partnership working/ working with other schools and governing bodies (AS/ MRJ)</p> <p>AS informed that as well as meeting with the local headteachers he met with the Junior school headteachers in the local authority. Governors were pleased to learn he was pursuing joining the Sussex Coast Teaching School Alliance, which now had 29 member schools. Their latest newsletter had been circulated. It would mean increased continued professional development and offered a formal way to access expertise. He would also attend their headteacher day.</p> <p>What is the cost? £500. Do the extra courses cost extra? AS explained the costing. Governors agreed the school was ready to join the group and were enthusiastic about its offer. AS would report back on progress.</p> <p>MRJ confirmed the safeguarding alliance between the Infant, Junior and High Schools continued. Good feedback had been received from the Designated Safeguarding Leads who were also able to meet.</p> <p>4.5 Effectiveness of PSHE/SMSC provision – including Bullying, Diversity, British Values, and RSE (RSE not due till Spring 2020) Governors had requested an update due to the change in staff and delay in the pupil survey. They knew the poverty proofing survey had involved discussion with every pupil and there was a governor link to this area.</p>	<p>AS</p> <p>ASD DS</p> <p>MRJ JJ</p>
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AS informed the school continued to have good provision. It was delivered through assemblies and topic work, anti-bullying week. There had recently been a very successful presentation to the whole school by a pupil with ASC about how it meant to be autistic. The first ever ASC family group session had been held and been very well received.

How many parents came? 10-15. It was done in a positive way. There had also been dialogue with pupils moving up to high school.

British values continued to be celebrated and they were entwined within the curriculum. A new member of staff had taken over the role.

A governor suggested there continued to be a need to explicitly refer to British Values.

Governors reflected on their experience of the school and considered it dealt with this area very well. The staff governor confirmed that each year British Values were taught as a specific unit although there were difficulties to overcome with very young children in understanding some of the concepts. AS believed the school was still effective but continued to look for ways to improve. They had had links with travellers and were doing a 'my roots' topic and felt there was now room for increasing the time with PSHE.

No governor actions were needed, pending the pupil survey [see 5.2].

4.6 Teacher Workload

A governor who had been following the developments in this area presented an update and AS took questions.

The information on this from the government was vast. The retention and recruitment of teachers was an important role for the governing body and they wanted to ensure managers and teachers had a manageable workload so they can focus on important tasks.

Governors wanted to know what areas were burdensome, what actions have been taken and whether they have had an impact. There was a lot on information on data and whether it was proportionate and fit for purpose.

How does this school do for recruitment? Do you get a range of applicants?

We have not struggled to recruit; the reputation of the school is good. We have recruited across the board. There are difficulties with portability of salary which is inhibiting movement. Reasons for leaving are about not being able to own property in Brighton and travelling or working abroad.

So, is this an issue with workload? What is the general feeling? We have looked at workload. We have had broad discussions. We have trialled successfully in reducing the marking, the report process and writing and the amount of time has been halved. I don't think we are over demanding on data. We are happy to stop things that are giving no value. Now children are having feedback, live feedback, on the go, this has reduced marking time and the impact has been good.

A governor confirmed that time needing to be spent on planning had reduced. AS had the opinion the school was heading in the right direction. All teachers said they were tired. MRD could confirm that staff came to AS and MRD if they felt it was getting too much as they feel they can be supported. There was also supervision available from Mark Holdaway at the BHISS (Inclusion service) once a half-term.

Is that individually? Yes.

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	<p>Staff have been offered counselling and referrals had been made to the wellbeing service.</p> <p>A governor with long experience of the school confirmed staff did not leave to work in local schools. Staff expect it to be busy and if more work is received it is reviewed and trimmed down. It was often not the workload but children that can lead to the need to seek assistance. The set up with the year leader helped with work management. As results had improved some of the things that were not beneficial were able to be curtailed.</p> <p>MRD confirmed it was regularly discussed by the senior leadership team.</p> <p>What about your work-life balance? We look after each other as everyone does across the school. We work hard and late but give each other time. Is there anything governors can do differently to help with that? No ideas were forthcoming but MRD suggested workload could be a standing item on the senior leadership team agenda as it helped to talk about it.</p> <p>Governors decided to continue with a watching brief with staff workload to be on the agenda at least once a year.</p>	<p>MRJ ASD JJ</p>
<p>5</p>	<p>HEADTEACHER’S REPORT Papers: Headteacher’s report; Stakeholder questionnaires – pupils, parents and staff.</p> <p>5.1 Report. AS gave further information and took questions.</p> <ul style="list-style-type: none"> • Attendance was really strong but there were 3 persistent absentees. • Two posts were to be filled and recruitment was taking place. • Pupil progress data. A full review of data was not scheduled for discussion at this meeting and further data would be circulated. AS gave a brief update. They were generally comfortable with the data and not overtly concerned with any year group re progress or attainment although as governors were aware results were not expected to be as good as the previous year for year 5. • The deputy headteacher and maths lead were supporting with maths at this key point. • The building works planned at Easter had been completed. • A wide variety of PE had taken place and staff were passionate about the breadth of the curriculum. • GDPR – he had met with the representative from the firm DPE who had been positive about the things already put into place. Some minor actions had been identified but these were not urgent and some training for AS and the School Business Manager. The operational matters had been resolved. <p>Governors commented:</p> <ul style="list-style-type: none"> • Pupil numbers were good but the gender difference was marked in years 3 and 5. • Attendance decreased each year from year 3 to 6. • NQTs moving after their second year were costly for the school as payback on the investment in time was not achieved until years 4 or 5. The movement was in line with the national picture. • They continued to be impressed by the inclusivity of the school’s PE teams and by how many staff had turned out to watch a netball match. 	

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	<p>Please say about the fixed term exclusions - were they all the same child? No 2, typically one day and one 3 days.</p> <p>How is the year 6 greater depth writing going? It is hard to tell as we do not submit the teacher assessment till later. It is between 10 and 15 %.</p> <p>Governors knew this was a positive improvement on the 4% of the previous year. What is having the effect? Our change in approach to marking has had more effect as they are feeding back in the lesson and can make immediate changes. The senior leadership team would be evaluating the impact of the change in marking on the level of progress. They had been expecting the changes to be mainly in the current years 3 and 4, and were clear on the accuracy of years 3,4 and 5. The year 6 was the last cohort of the old curriculum.</p> <p>A governor informed that there was now another interpretation of greater depth, at 20% whereas we were taking it as 3%. Governors considered this had parallels with the GCSE 1-9 grades and enquired where the information came from. NS informed it was by respected 'gurus' in the field.</p> <p>5.2 Stakeholders.</p> <p>Governors had been eager to garner views and they now discussed the questionnaires that had been drawn up. The wordings were agreed and discussion turned to timings, the best way to get a high response rate and how the results would be analysed, acted on and reported. They suggested it would be cost effective for the school to purchase 'survey monkey' which would also make it easier to compare numbers year on year and have other surveys. AS agreed that this would be done and that he would report back on progress at the next full governing body meeting. One of the uses of the data was to be included on the School Self Evaluation to support the judgements.</p> <p>How many responses were there to the report survey? Only 5, 4 positive and one mixed. Governors considered this was a good result as dissatisfaction would have prompted a higher response rate.</p> <p>THS leaves 19.46.</p>	AS
6	<p>REPORTS</p> <p>Papers: Reports – governor conference (MRJ and JJ)</p> <p>Governors had already considered the reports. The presentation and discussion had been focused on: Ofsted changes, teacher recruitment and retention, alternative collaboration and funding. This had been very pertinent to the meeting this evening.</p> <p>MRJ's discussion point was to consider sharing policy work with other schools would be useful. It was felt this should be considered but was likely to be limited in usefulness as most needed to be adapted to individual school's circumstances and the staffing policies were already the local authority models.</p> <p>JJ's points would be taken forward by MRJ as appropriate.</p> <p>The two reports were accepted.</p>	MRJ
7	<p>Any other urgent business (with prior approval of Chair)</p> <p>Next meeting was on 6th June.</p> <p>There being no other business the meeting closed 19.54</p>	

Signature noted in minutes of meeting 6.6.19

..... Signed Dated

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ACTION PLAN SUMMARY

Item	Owner	Action	Due Date
3	ASD	Report back re appraisal comparisons at PHS	30.5.19
28.3.19			
4.1	MRD DD	Ensure related policies are reviewed for effectiveness, including stakeholder feedback and report back. Ensure any that are statutory policies come to full governing body for ratification/approval as appropriate.	8.7.19
4.1	AS	Report back with stakeholder feedback.	8.7.19
7	DS/FWG	Report back on progress at next suitable finance FGB	6.6.19
30.4.19			
1.2	MRJ	Follow up absence with AC	14.5.19
2.2	RN THS JT MRJ IB	MRJ JT to write section for the newsletter and co-ordinate/develop the year link role. Contacting IB.	6.6.19
3	JT ASD IB RN MRJ	Report back to FGB following visit. MRJ – liaise with IB	30.5.19
4.1	AS	Update SDP	6.6.19
4.2	DS ASD	Update risk register	6.6.19
4.3	JJ ALL	Circulate skills audit Review against previous and inform JJ of any changes	7.5.19
4.3	MRJ	Co-ordinate completion of '20 questions' document ready for discussion at July meeting	8.7.19
4.6	JJ MRJ ASD	Include workload review on annual agenda. Consider information required.	8.7.19
5.2	AS	Report back on 3 Stakeholder questionnaires	6.6.19
6	MRJ	Take forward discussion items as appropriate.	