

PATCHAM INFANT SCHOOL  
GOVERNING BODY

<b>Meeting of:</b>	<b>ETHOS LEARNING and ACHIEVEMENT COMMITTEE</b>
<b>Date/Time:</b>	8 <sup>th</sup> March 2017 4.30 pm
<b>Location:</b>	Staff Room
<b>For:</b>	Governors
<b>Distribution:</b>	Full Governing Body, Website following approval
<b>Present:</b>	Governors (voting) Andrew Ahmad Walsh (AAH) Helen Emerson (HE) Helen Hawkins (HH) Irene Leeves (IL) Chair of Committee Margaret Maslin (MM) Chris Taylor (CT) Headteacher Nina Taylor (NT) Claire Wickham (CW) Other (non-voting) Michelle Doyle (MD) SENCO Janet Johnson (JJ) Clerk to Governors
<b>Apologies:</b>	Ron Guilford (RG) Chair of Governors – Accepted Robert Lenton (RL)

**ACTION POINT SUMMARY**

	<b>OWNER</b>	<b>ACTION</b>	<b>Due Date</b>
7.2	AAW IL	Follow up meeting re data	Summer 1
12	HE	Liaise CT and others as appropriate to oversee actions leading to governors drawing up of statement of behaviour principles by	Summer Sept FGB

**MINUTES**

	<b>DISCUSSION AND DECISIONS</b>	<b>ACTIONS</b>
1	<b>INTRODUCTION</b> IL opened the meeting and apologies were considered. It was confirmed the plan for the work of the committee to be addressed at full governing body meetings with effected from the summer term meant this would be the last meeting of this committee. MD was welcomed. She had been invited to respond to governors queries regarding the SEND policy.	
2	<b>DECLARATION OF INTEREST</b> No new declarations were made when invited. All governors could contribute fully throughout the meeting.	
3	<b>SEN POLICY</b> Governors had already received the draft up-dated policy. MD now advised the dates had been up-dated. The major change since last year was that services were now signposted rather than listed separately.	

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	<p><b>Re the antibullying policy, how does it fit in?</b> We will signpost it in the culture for learning policy</p> <p><b>In the aims section, can the school's vision be included so it can show where the policy fulfils the vision?</b> Yes.</p> <p>Governors agreed it was important to ensure that the newly constituted school's vision should lead all policies.</p> <p><b>In section 11, regarding data protection. It checked that the teachers have them in organised files?</b> We are careful but we could include it in a 'health check'.</p> <p><b>How would new staff be inducted into these procedures?</b> MD always meets them as part of newly qualified teachers (NQT) time and this is on the checklist. CT also does an induction.</p> <p>There being no further questions MD was thanked for all the work that she does to ensure SEN and PP pupils are succeeding at Patcham. CT confirmed MD knew the cohort exceptionally well.</p> <p>A governor knew evaluating the impact was time consuming and CT advised that was reviewed.</p> <p>❖ <b>The SEND policy was agreed to be recommended to full governing body for ratification.</b></p> <p>MD leaves 16.40</p> <p>The Inclusion governor confirmed his role in liaising over SEN policy and the achievement and provision for PP pupils – his report following a recent visit would be presented later.</p>	
4	<p><b>MINUTES of last meeting</b></p> <p>The minutes of the last meeting were agreed to be an accurate record and signed accordingly.</p>	
5	<p><b>MATTERS ARISING</b> if not covered elsewhere</p> <p>There were no matters arising.</p>	
6	<p><b>VISION, BUILDING LEARNING POWER (BLP)</b></p> <p>CT provided a verbal report.</p> <ul style="list-style-type: none"> <li>• The vision was being used including as an aide to make budget decisions.</li> <li>• Building Learning Power. The fourth character would be introduced soon and the previous characters Give and Take, the meerkats, had taken off successfully and were now being used.</li> <li>• In terms of working with the learning organisation, monthly blogs were now being written by members of staff and the online training package for international schools that was available was useful. A governor suggested that it also helped generate ideas. CT agreed and informed they were looking at reflectiveness and researching what will be needed to help children learn that.</li> </ul> <p>Governors reported</p> <ul style="list-style-type: none"> <li>• They could confirm from knowledge of the pupils that BLP had grown through the school.</li> <li>• The children understood the language.</li> <li>• They had seen children learning independently and collaboratively without an adult present.</li> <li>• The vision and BLP was visible around the school.</li> </ul> <p><b>Are parents clued in?</b> I cannot say I have heard parents talking about it. It is clear on the website and it is in newsletters but I will think about having a focus and maybe feed more in.</p> <p>[Note. See also 8.1]</p>	<p>CT confirmed he would increase his focus on BLP characters in his newsletters.</p>
7	<p><b>OUTCOMES</b> Tracking, Standards and Moderation up-date</p> <p>7.1 Several governors had attended RAISEonline training and examined that report. The achievement link governor and pupil premium link governor then met</p>	

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<p>with CT for him to respond to queries arising. Their resulting report had already been considered by governors. The queries had included:</p> <ul style="list-style-type: none"> <li>• Those reading and maths outcomes at expected and greater depth which had been significantly below national averages (NA).</li> <li>• The pupils that had reached expected levels at Early Years level but had not made expected progress at Key Stage 1, particularly the disadvantaged.</li> <li>• Whether focus on phonics had been to the detriment of reading and maths.</li> <li>• Current targets and progress towards them, including the disadvantaged group.</li> <li>• Whether data demands were manageable.</li> </ul> <p>7.2 The governors had been satisfied with the responses and further evidence received in support and gave congratulations for the fantastic phonics outcomes. A follow up visit to review tracking outcomes would be made in the first half of the summer term. They now added:</p> <ul style="list-style-type: none"> <li>• Tracking was rigorous.</li> <li>• The predicted outcomes for 2017 were very positive for both at and above expected levels.</li> <li>• Plans for each pupil premium pupil had been seen and one to one teaching evidenced.</li> <li>• The upward trend of average point score had been achieved alongside the improvements in phonics.</li> <li>• Current projected outcomes for year 2 pupil premium were impressive.</li> <li>• There were concerns for the current year 1 which was boy heavy and summer born heavy.</li> </ul> <p>7.3 A governor had attended diminishing the difference training and confirmed that all the recommended actions were already carried out by Patcham Infant School.</p> <p>7.4 <b>What about year ones in terms of their outcomes for 2018; clearly these pupils needed support to achieve?</b> CT re outcomes attainment and progress, a lot of children who are year 1 now were below Expected Level and the majority were at Expected. Those who were at Expected remain so or are Expected plus but the group that were below, although they are making expected progress they still need to catch up re attainment. We have case studies for all and there are issues. We are supporting them through nurture groups, small groups, school councillors and we will be starting shifting the interventions to year 1 from year 2 to help the lower attainers. CT confirmed that progress for this cohort will be good. Governors agreed this was of key importance.</p> <p>We expect data to be spiky for the next two years. There may be a dip. The current reception cohort is different from the current year one.</p> <p><b>Have the changes brought in to address the makeup of the year one cohort affected the girls?</b> It has not impacted on the girls at all. They have just joined in and had fun too.</p> <p>A governor had evidenced needlework to develop boys' fine motor work had kept their attention.</p> <p>The report was accepted. 17.00 HE arrived</p>	<p>AAW IL</p>
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8	<p><b>MONITORING AND SPA REPORT</b></p> <p>Two reports from the school partnership adviser (SPA) had been received and considered following visits in December and January.</p> <p>8.1 Pupil conferencing of higher ability disadvantaged following data outcome analysis.</p> <p>This review had been requested to discover how the school could be more effective in meeting the needs and enable pupils to do even better.</p> <p>The SPA had made many excellent observations such as:</p> <ul style="list-style-type: none"> <li>• Excellent language for learning used across all year groups and was well embedded.</li> <li>• Being independent learners came across powerfully.</li> <li>• Pupils were motivated to try hard and do their best.</li> <li>• They are also collaborative.</li> <li>• The Learning Characters are really powerful tools for learning.</li> </ul> <p>Governors now asked CT to respond to her two questions.</p> <p>Q1. <b>Are there always next challenges to deepen learning?</b> There is not a ceiling on learning, we deepen. An example would be in Explore and Learn sessions when pupils are expected to take charge of the learning; a teacher will review it with the child who will then have to go off to carry on with their learning. We have open ended problems and enrichment activities.</p> <p><b>If there is differentiated work can children choose?</b> In Explore and Learn they have 3 choices and it is not always clear what is the most difficult. Staff monitor pupils and support them to work incrementally starting at their level to make progress.</p> <p><b>What happens if a child goes to level 3 and they cannot do it?</b> There is someone looking. Staff guide and support. If they are stuck, they use the building learning power strategies.</p> <p>Q2 <b>And the marking?</b> We have really thought about marking. A governor had joined them for a meeting on marking. It has to be manageable and have an impact on the learning and we have some codes to support that. AM means assessment made away from the child. So if they were doing independent work not in the book and there was a difficulty to show we are working on that. The polishing pens were being used effectively.</p> <p>A governor said the children were not spoon fed here. They get help and support and when they succeed they are more satisfied.</p> <p>A governor referred to the latest Carter review recommendations JJ had recently circulated and governors were pleased to note marking had been reviewed.</p> <p>CT further informed he and HH had met to monitor pupil premium writing across the years as part of the monitoring schedule. Pupils' writing is closely tracked and individual levels are well known; there are opportunities for pupils to write in a range of genres over the week; in addition a focus is on quality of content rather than quantity. Pupils are closely monitored and moved on to ensure progress.</p> <p><b>Did you do your review in comparison with non-pupil premium to check whether the expectation of the teacher was the same?</b> No, currently we compare with all pupils, but will look at that option, as in RAISEonline</p> <p>8.2 Effectiveness of Nursery provision.</p> <p>This was a glowing report. The SPA judged: Nursery provision has improved very significantly and was seen to be of a high quality.</p> <p>Governors congratulated the school and suggested the results should be made</p>	<p>CT to publicise nursery excellence with parents</p>
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	<p>more widely known; with a particular view of sharing with parents as much as possible, it is important to celebrate success particularly when nursery places are not completely full.</p>	
9	<p><b>TRAINING NOT DISCUSSED ELSEWHERE</b> Two governors had attended Ofsted training. Some points had arisen and would be addressed when Chairs of meetings and Chair of Governors met with CT to set agenda for future meetings.</p> <p>Other training attended included Hearings and Appeals, Pupil premium and good governance. No recommendations for action were made.</p>	
10	<p><b>PUPIL PREMIUM</b> The link governor had provided his up-dating report on progress which was accepted. They now considered the recommendation to consider whether to pay for an independent audit. In discussion and recalling a SPA audit had been made within the last two years along with the other evidence they had examined, this was not felt to be necessary. Every item on the previous audit had been addressed and it was suggested it could be done via the partnership.</p>	
11	<p><b>SCHOOL COUNCIL</b> A governor reported back from a meeting with the school council where there had been focus on travellers that would lead to an assembly which went well. Pupils had remembered a great deal.</p> <p>Consideration of how governors could receive some feedback from pupils in terms of their views on school. School council could be an avenue for this. CT commented that a pupil survey would be taking place and that the outcomes will be brought to governors.</p>	
12	<p><b>CULTURE FOR LEARNING POLICY</b> The draft but as yet incomplete policy was considered by governors. CT informed it would be shared with staff at an imminent inset day. They would explore the consistencies in the school and agree a format for dealing with challenging behaviour.</p> <p>CT confirmed it linked with the vision, was rooted in educational research and a lot had been drawn from the UNICEF rights respecting schools. The rights and responsibilities section needed more work including reviewing the current 10 rules of the school. Governors were very positive about the policy and agreed it summed up the ethos of the school experienced through governor visits and learning walks. In addition it reflected the school vision and values statement. Governors agreed this was a key teaching and learning policy.</p> <p>The statement of behaviour principles needed completing and JJ gave advice regarding the Education Acts sections and read out the statutory guidance. HE would visit the school and take this forward during the summer term. The staff consultation was already in hand. It was agreed the statement should be ready for September.</p> <p>HH left 17.49</p>	HE
13	<p><b>GOVERNOR VISIT FOR SUMMER TERM</b> These had already been discussed. IL confirmed that HE was going to visit the school in the summer term to focus on PSHE, RSE and children's general health and well-being education that takes place at Patcham. This aspect links very closely with the new vision statement and HE will be examining how provision meets the PSHE related goals and values expressed in the vision statement</p>	
14	<p><b>STAKEHOLDER ENGAGEMENT</b> CT tabled the results from the parents' survey carried at parents' evening. They had 141 responses, double the previous rate. There had been some really positive feedback.</p>	

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	<p><b>Was it the whole school?</b> Yes.</p> <p><b>Were they all the same people who had strongly disagreed to everything?</b> Yes, it might be that in their hurry they ticked the wrong boxes as the one that had comments was that the child was very happy.</p> <p>Governors noted 80 parents came in to help which governors thought was wonderful. They noted 7 disagreed with being well informed about topic work and the curriculum. CT listed all the ways that parents and pupils were informed but he would see if he could discover which year the 7 came from and consider it further. A governor commented that the trend had been reversed which was pleasing. Governors were satisfied.</p> <p>A pupil survey was in hand and the staff survey would be carried out soon.</p>	
15	<b>DATE OF NEXT MEETING</b> as part of FGB 21.6.17 4.30	
16	<b>Any other urgent business</b> Following a brief discussion concerning a muddy path the meeting closed at 18.06	

Signed I Leeves at FGB 5.4.17 and noted in minutes.