

**PATCHAM INFANT SCHOOL
GOVERNING BODY MEETING
MINUTES**

Meeting Type	Full Governing Body
Date/Time:	21 st March 2018 4.30 pm
Location:	Patcham Infant School
Quorum:	6 Governors required for decisions to be binding. The meeting was quorate throughout.
Present:	Governors (voting) Irene Evans (IE) Chair of this meeting Andy Flowerday (AF) Helen Emersen (HE) Helen Hawkins (HH) Deputy Headteacher Graham Kane (GK) Margaret Maslin (MM) Chris Taylor (CT) Headteacher Other (non-voting) Janet Johnson (JJ) Clerk Michelle Lankstead (ML) Associate Member Katy Megan (KM) Teacher in attendance for item 0 Lizzie Hilton (LH) Teacher in attendance for item 0
Apologies:	Andy Ahmad-Walsh (AAW) – accepted Ron Guilford (RG) – accepted Thomas Rhodes (TR) - accepted Nina Taylor (NT) – accepted

Item	DISCUSSION AND DECISION	ACTION
0	<p>SCHOOL GROUNDS DEVELOPMENT</p> <p>Governors had already received the action plan for the development which formed part of the vision and operation plan for the school. KM and LH now escorted those present around the outside areas of the school, in particular the nature garden with the pond and the area including the sensory garden. Clearing and cutting back was already underway. KM and LH were leading the project as part of their Middle Leadership Programme and they gave further information.</p> <ul style="list-style-type: none"> • Research had shown outdoor learning was as effective, or for some areas of the curriculum , even more effective than indoor learning. The intention was to create more outdoor fully functioning learning spaces to open up a range of learning opportunities. • The project had commenced with a year group audit of existing use of outdoor spaces for learning and attitudes, including concerns with these being increased. Staff and pupils views had been solicited. • A short and longer term plan had been developed, drawing on ideas from the books ‘Dirty teaching ‘ and ‘Messy Maths’. <p>LH and KM’s presentation demonstrated how this project addresses aspects of the school’s operational plan and Patcham’s values and vision statement.</p> <p>How are you getting any more reluctant teachers on board? Planning time has been given and all have identified what teaching can go on outside immediately as part of the topic being addressed. Year 1</p>	

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	<p>teachers, ourselves and Amie, will act as role models for other year groups. The Forest School has already been successful and all can see the benefit of pupils' learning as a result.</p> <p>A governor with experience in the area asserted that it needed to be sustainable and enquired as to any barriers that had been encountered and how monitoring of impact would take place. From responses management was supportive, the goals and vision would be long term. The audit would be repeated and improved outcomes were expected. Governors were impressed with the work that had already been carried out and noted that KM's and LH's enthusiasm and determination to ensure the success of the programme.</p> <p>Governor asked what the next steps were and what KM and LH needed next to progress the project.</p> <p>Both commented that they needed time to put in place some planning and resource ideas for other year groups to support them. CT confirmed that this would be available on request.</p> <p>Governors were pleased to note the development of staff and grounds. They agreed that it would enrich the learning experiences of the children and also supported the broad and balanced curriculum at Patcham. Governors thanked KM and LH before moving to the staff room for the rest of the meeting.</p>	
1	<p>INTRODUCTION</p> <p>Apologies were considered. No new declarations of interest were provided when invited. All members of the governing body could contribute throughout. CW absence was noted.</p>	
2	<p>MINUTES FROM LAST MEETING AND MATTERS ARISING</p> <p>Subject to an amendment to clarify a section of item 9d the minutes were agreed to be accurate record and signed accordingly.</p> <ul style="list-style-type: none"> • The SFVS had been the subject of previous discussion. It had now been signed by RG and circulated to all by email that day. If there were any further queries these were invited to be raised by email. • Governors were reminded to complete the skills audit. JJ would circulate again and collate responses. • All other action items had either been completed or not yet due. There were no further matters arising. 	ALL ALL/JJ
3	<p>HEADTEACHER REPORT</p> <p>The report had already been received and considered.</p> <p>3.1 Governors commented that attendance was very good. CT confirmed the local authority policy was being adhered to and having a joint approach with the Junior School had helped.</p> <p>Did the two week holiday in October have any effect? Yes, attendance dropped and we are expecting difficulties around Easter as the holiday is shorter.</p> <p>Governors suggested reminders be sent at the beginning of the autumn term.</p> <p>3.2 Schools Partnership Programme</p> <p>What is the role of Improvement Champions? This was part of the Schools Partnership Programme. HH and CT were peer (other school) reviewers and when schools received their feedback the Improvement</p>	

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	<p>Champion would then coach the schools to move them forward. Stuart Steeles was the Infant School Champion.</p> <p>Who chooses the area reviewed? The leadership team; however, we also supply the reviewers with general school data so they can pick up if there was anything more significant.</p> <p>Who are the other schools and when will it take place? 17 in the city and we will work with Peter Gladwin (after summer half-term), Hangleton and St Mary's (before Christmas). Our visit will be at the beginning of September.</p> <p>In discussion governors considered their involvement. CT would circulate dates and ensure governor involvement in some way.</p> <p>3.2 Bullying/prejudice based incidents. What were the three reported and have you talked with the parents? More information was given. The local authority form had been completed along with follow up actions. Parents had been informed and the school kept track.</p> <p>Are you buying in to the local authority traded service for anti-bullying advice work? PSHE work is not statutory and it costs £250.</p> <ul style="list-style-type: none"> ❖ In discussion governors received more information about the service, felt that it would be useful, particularly if there was an incident and agreed it should be purchased for at least 2018/19. <p>The report was accepted. CT informed an interview panel was being formed and invited governors to contact him if they were interested in sitting on the panel. One member would have completed the safer recruitment training. ML offered to participate on behalf of the governors.</p>	CT/ALL/IE
4	<p>SCHOOL OPERATIONAL PLAN</p> <p>CT would circulate the updated plan. Governors now considered whether they had completed their focussed items.</p> <p>Goal 1. A learning walk had taken place with the two new members. They had looked at how the focus had changed across the year groups and they had had a clear rationale for the visit across the goals of the plan.</p> <p>A governor enquired whether some data from the lesson study would be available and CT informed that although it was a peer review there was an expectation within the actions booklet that teachers would feed back to him and he could then inform governors. This was agreed to be for the next meeting.</p> <p>The learning walk induction visit and school council visits had covered goal 2 and CW had attended and contributed to the Vision meetings for goal 3.</p> <p>GDPR update CT informed progress had been slow and assistance from the local authority not very forthcoming. GK and NT would liaise.</p>	IE
5	<p>DATA UPDATE: CURRENT YEAR 2, ACHIEVEMENT AND PROGRESS</p> <p>Governors had been keeping a close check on the predicted attainment of this particular cohort throughout their time in the school, reviewing the interventions and ensuring action was being taken to maximise outcomes. CT tabled data, summary shown below. Although achievement was still forecasted, as expected, to be below national average, progress for these children had been improving very well and</p>	

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the school was not 'coasting'. The school had additional data following standardised testing to show that pupils were making progress; even if within the National Curriculum levels they remained at the same level.

Percentage Pupils Making Expected Progress			
Current Year 2s	Reading	Writing	Maths
Early Excellence (baseline assessment)	Below typical for Patcham Infants and below National Average		
End of Reception	88	87	85
Year 1	94	96	92
Year 2 predicted achievement (not progress) percentage points below national average	11/12	5/6	8/9

A governor recalled that Analyse School Performance data had highlighted the low phonics score as being significant and that the current Year 2 were well below expected standard at the end of Early Years/Foundation Stage. CT informed that of the 25 boys and 1 girl that had not achieved the good level of development grade at the end of Reception only 2 children passed their phonics test in Year 1. Case studies were available for each child.

Have preparations been made with for their transition to junior school?

We have been discussing this, boy dominant summer born, cohort with them since they were in Reception and we have also spoken to the High School. It was likely that this cohort would make significant progress in Key Stage 2 as they mature.

GOVERNOR VISITS

6 Reports further to visits relating to SEN, pupil premium and Induction were accepted. It was noted there had been clear evidence for good provision across all 3 years, children working together, differentiation, planning for outdoor space and behaviour for learning was very good. Another governor had visited Reception and noted the impressive improvement in maturity since the visit 3 months earlier.

EQUALITIES

7 A governor reported:

- The equalities action plan had been updated and the required information was on the website
- Equalities was extremely strong and within the culture of learning policy there was a clear equalities statement and commitment.

CT would bring any updates to the action plan if it changes.

SCHOOL COUNCIL

8 A governor would attend the next meeting. The previous minutes had been received and governors had seen that views of the Council had been acted upon.

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		responses	term
4	CT (IE)	Feedback from peer lesson study	Heads' report for next ELA
3	CT/AII (IE)	Advise school partnership 'Improvement Champions' process and governor involvement	Autumn 2018
2	ALL	Check SFVS and raise queries with RG	31.3.18

*co-ordinator to make sure item and related papers are on appropriate agenda if applicable