

Patcham Junior School  
Governing Body Meeting  
**MINUTES**

<b>Meeting of:</b>	<b>CURRICULUM COMMITTEE</b>
<b>Date/Time:</b>	Weds 23 <sup>rd</sup> November 2016 – 5.30pm
<b>Location:</b>	Patcham Junior School
<b>For:</b>	All governors, Suzanne Spencer Smith, Charlie Baker and website
<b>Present:</b>	Governors (voting) Ashley Seymour Williams (ASW) Marion Rajan (MRJ) Derrick Davis (DD) Ruth Nilsson (RN) Nicky Caldwell (NC) Andrew Saunders (ASD) Other (non-voting) Charlie Baker (CB) English Lead Janet Johnson (JJ)
<b>Apologies:</b>	Governors: Shadric Toop (ST) Debbie Willsher (DW) Becky Stevens BS) Tamsin Hinton-Smith (THS) Iseult Hull-Flower (IHF) Mark Rodericks (MRD) Suzanne Spencer Smith (SSS) SENCO

	<b>DISCUSSION AND DECISION</b>	<b>ACTION</b>
1	<b>Welcome</b> and consideration of apologies. MRJ introduced everyone and apologies were accepted. The main focus of the meeting was for an up-date on progress of the school improvement plan.	
2	<b>SCHOOL IMPROVEMENT PLAN</b> <b>Focus:</b> 2.1 Spellings (no.8 on plan). A governor had previously met with CB who now informed all about the actions taken towards achieving the target of pupils being able to spell effectively in all subject areas. <ul style="list-style-type: none"> <li>• The school had bought the ‘No Nonsense Spellings’ package which included lesson plans and resources.</li> <li>• CB had attended training which included being updated on research outcomes – for example limiting to 5 spellings a week</li> </ul>	

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worked best.

- She considered the most crucial thing was that the programme of study had to be followed with extra help being put in to help those behind.
- Spellings need to be taught by a teacher and taught weekly.
- Consistency in marking is required. Teachers have agreed how to do this and across all subjects.
- Lisa Simpson had produced excellent booklets including the year 5 and 6 vocabulary, the spelling rules and games.
- Spell checkers had been introduced and were working well.
- A really clear progression was now in place, linked to the national curriculum. Teachers preferred this new system.
- The school was still catching up with the year groups that had not had so much time with the new curriculum.
- Poor spellers are more engaged and confident.

**Do children have spelling homework?** They are tested weekly on the week's spellings. These were often not getting home so now they are stuck in to the home-school books and an improvement has been seen.

**Do you ever email homework?** We don't because in practice they would not reach a wider audience.

**Can you tell us what it is about the scheme that makes it useful?** It is the consistency throughout the school from Key Stage 1. The Infant School uses it too and it comes up in every lesson.

**What is the difference between a spelling journal and a vocab book?** Year 3s cannot use dictionaries well so the spelling journal contains information.

A governor had attended a staff training session on spelling and others could confirm improvements had been seen

**What about the school of thought that concentrating on spelling inhibits creativity?** We get round this by pupils writing normally but dotting any words they are not sure about then at the end using an edit page to try out the spellings.

**How are you going to monitor whether 'no nonsense' has an impact?**

**Just year 6 SATS?** No, regular tests. The teaching assistant keeps records and very few are not improving. We need to give it some time and we will repeat the baseline test to see improvements. The change in culture is already evident. The new ethos is that every subject is English as it underpins everything and there is an improvement elsewhere.

There being no further questions CB was thanked and she left 18.02.

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Discussion turned to 2.3.

**2.2 Grit, resilience, growth mindset (no 18)**

Governors had been monitoring the development of growth mindset in the school for four years. It was fully embedded at the Junior school, the Infant school had the same four areas, albeit with different 'creatures' for two years and it complemented the High School 'Grit' initiative. Now children were able to talk openly about their own learning and this had been commented on favourably by Ofsted. All agreed it needed to be kept high profile and moving forward. There was a moral drive to educate children to be happy and excited about life and to be able to communicate effectively and work with other people and the growth mindset and Grit helped.

ASW advised

- There had been an inset day at the school where each subject examined how children approached that in class and this led to different ways of working together.
- A poster was being developed
- Children had been assessed as to their growth mindset by agreeing (or not) with a set of statements to obtain a profile of the class. It was acknowledged this might be different in different subjects.
- The ability of those going up from the Junior school to self-assess and talk about their learning in a sophisticated way had been noted by High School teachers.

**Did children need help with the transition between schools?** The High school had many feeder schools but in discussion it was decided there was no need to integrate further in this area. Governors supported encouraging the talking about the process of learning.

**2.3 SEN (no.6)**

Governors wanted to check to what extent their vision of SEND pupils flourishing were met. They had already considered the SEND summary report for 2015/16 and amended policy. SSS had been unable to attend so ASW gave further information.

- Every half term the partnership schools met and ASW was the headteacher lead on the panel.
- Outcomes overall were very pleasing. On average SEND pupils met the national average which was remarkable. We had slightly more SEN scores than average and the community feel the school has a reputation for supporting pupils with autism well.

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- In maths and reading the school was in the top 20% of schools nationally for progress and was significantly above the average scores in the local authority.
- An educational health care plan (EHCP) had been agreed for one child just 2 weeks before the end of year 6.
- The pattern for every group is that the longer they were in the school, the better they were performing.
- The reading dog had worked well.

Governors agreed that for outcomes the school had done very well and one pointed out that it was not only length of exposure to the new national curriculum that was improving outcomes but that the school was adding value and the interventions were working.

It was acknowledged quite a bit of money was allocated to maths intervention, including Numbers counts, teaching assistant led interventions First Class in number and Success in arithmetic. ASW informed that last year in year 6 the early interventions had helped as they were much more secure by the time they came up. A governor had seen a one to one tuition and confirmed the change even in one session could be seen.

ASD arrives 18.16. Further information was provided.

- Provision maps to track children and the support given were new. Feedback from parents and teachers were they were useful.
- The school counsellor was employed one day a week. This helped behaviour for learning but the benefits were of course not immediate.
- There is also an annual report to look at children's wellbeing.
- Outcomes were above national average for those with an EHCP but this was partly due to a change in cohort.
- The free homework club for SEND was run by SSS and a learning assistant.
- The drop in sessions by CAMHS at the school parents had found useful. A governor could confirm this.
- SSS was now able to screen for dyslexia.

**Was it funded by the partnership?** No. A bid had been put in for an autism assistant which had been partially successful. We are now aiming to get a dyslexia friendly school award although this won't mean doing anything new.

**What is the Boxall profile?** This is a guideline for a nurture group for those not coping well and is a combination of being at home and a

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	<p>classroom. The Pupil Referral Unit will no longer take in children with high end needs and other pupils may also benefit.</p> <p>A governor who attended PARMS meetings could confirm the holistic response was commendable and effective and the tracking for each child was spot on and up-to-date. She considered SSS was an impressive asset to the school. The report was accepted and the policy approved for ratification by FGB.</p>	
3	<p><b>DECLARATION</b> of Interest of items on the agenda. No declarations were made when invited and all could remain and contribute throughout.</p>	
4	<p><b>MINUTES OF PREVIOUS MEETING</b> The minutes were agreed to be an accurate record and signed by the Chair accordingly.</p>	
5	<p><b>MATTERS ARISING</b> 5.1 IHF would follow up the development of middle leaders. 5.2 Behaviour policy principles. A new set of rights and responsibilities had been drawn up. ST would report back. 5.3 In discussion governors had not found the prompt list for visits helpful and a new visit system was being drawn up. 5.4 The training on 20<sup>th</sup> February had had to be cancelled. ASW would invite governors once it had been rescheduled. 5.5 All other actions done.</p>	<p>IHF ST  NC IHF ASW</p>
6	<p><b>SCHOOL DEVELOPMENT/IMPROVEMENT PLAN</b> 6.1 Governors had already considered the latest plan, visit form and draft programme for future meetings. All the spotlights had been evaluated and would be discussed at the full governing body meeting. All governors to consider the areas of strength and need for challenge for the Self-evaluation. Next term the key priorities were:</p> <ul style="list-style-type: none"> <li>• Disadvantaged, particularly year 5.</li> <li>• Quality of teaching and learning: teachers using checks on learning quickly and adjusting in all subjects.</li> <li>• Personal development and welfare – anti-bullying. There had been good data but further scrutiny was needed.</li> <li>• Outcomes: the spotlight was switching to the most able to look at how we deepen learning. Nigel Stock was looking at the mastery approach in maths.</li> </ul> <p>In discussion governors agreed the priorities and requested the plan be grouped with the Ofsted areas. The 20 areas that were the responsibility of this committee were linked roughly to the spotlights. A</p>	<p>ALL</p>

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	<p>governor had discussed this with a teacher who had confirmed they were useful. A governor commented it was useful to have a broader remit of other areas of the school. The final evaluation would be done at Christmas and the notes from the governor visits would be included. This would be brought to the next committee meeting and governors requested it for every meeting. MRD arrives 18.56</p> <p>6.2 The programme for Curriculum meetings linked to the improvement plan was agreed.</p> <p>6.3 School policy review In discussion governors decided policies/mandatory work should be reviewed as follows:</p> <ul style="list-style-type: none"> <li>• Relationships and Sex Education – verbal report from ASW</li> <li>• Website Compliance – report from ST</li> <li>• Spiritual Moral Social and Cultural – policy to be reviewed by ASW, and placed on website</li> <li>• Behaviour Statement – report from ST</li> <li>• Supporting Pupils with Medical Conditions – recent policy, reviewed not needed at this stage</li> <li>• Esafety – would be covered as part of safeguarding report from MRJ</li> </ul>	ASW
7	<p><b>OVERVIEW OF MONITORING, INCLUDING GOVERNOR DAY</b> NC reminded everyone to keep sending in reports from visits. JJ would continue to file them on Office 365. The governor day went well and teacher feedback had been positive.</p>	
8	<p><b>SAFEGUARDING UPDATE</b></p> <ul style="list-style-type: none"> <li>• The safeguarding governor advised she was continuing to work with the Infant and High School safeguarding governors and designated leads and they met at least termly. There had been recent changes in legislation and changes in local practice. The group had among other things made sure the same families were dealt with consistently through the transitions, had joint training and agreed meeting was useful and enabled a few difficulties to be overcome.</li> <li>• Governors were already aware the 'Keeping Children Safe in Education' document had been updated and enlarged in September. MRJ confirmed training for both teachers and teaching assistants had taken place, case studies reviewed and</li> </ul>	

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	<p>the governor monitoring schedule amended.</p> <ul style="list-style-type: none"> <li>• Further training from RISE and WISE (what is sexual exploitation) was planned and it was considered that in some form it needed to be addressed for those of Junior School age.</li> <li>• A governor confirmed that the 'CPOMs' system was enabling a better picture of a child to be build up quickly. ASW informed the information was also shared with him.</li> <li>• Further work was needed by the safeguarding governor as the school needed to be risk assessed under the Prevent agenda and the LA pro forma was awaited. Governors were aware Brighton was an amber area so received extra funding.</li> <li>• Children services department were trialling a new way of running child protection conferences where children are subject to a child protection plan. It would be more outcomes focussed rather than what could before have been seen as parent critical. Another governor informed the changes had already made a difference.</li> </ul> <p>A further report would be made at the next meeting.</p>	
9	<p><b>ANY OTHER URGENT BUSINESS</b></p> <p>The next meeting was set for 18.1.17 with the main foci to be</p> <ul style="list-style-type: none"> <li>• Responding to pupils learning (SDP 3) – report from ASW</li> <li>• Bullying (SDP 16) – report from DW</li> <li>• Pupil Progress/Most able pupils (SDP 1) – report from MRD and ASD who would meet with Rowlie Darby from the High School and MRD.</li> </ul>	

..... signed ..... Dated

Item	Owner	Action	Due date
5.1	IHF	Follow up the development of middle leaders.	ongoing
5.3	NC IHF	Review visit system prompts if appropriate	
6.1	ASW	Final evaluation SDP	10.1.17
6.3	ASW	Report on evaluation of RSE policy + offer any amendments to policy for approval	10.1.17
6.3	ST	Review website for compliance and report back	10.1.17
6.3	MRJ	Take action as necessary if SMSC being reviewed	10.1.17
6.3	ST	Report back with recommendation for Statement of Behaviour Principles	10.1.17
6.3	ASW	To be reviewed and placed on website	10.1.17

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9	ASW, DW, ASD	Provide reports – liaise MRJ as required	10.1.17
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