

**PATCHAM JUNIOR SCHOOL
GOVERNING BODY MEETING
MINUTES**

Meeting Type	Full Governing Body
Date/Time:	29 th November 2016 6pm
Location:	Patcham Junior School, Classroom
Distribution:	Full Governing Body, Website
Quorum:	For decisions to be binding at least one half of current governors are required to be present.
Present:	Governors (voting) Mark Rodericks (MRD) Ashley Seymour Williams (ASW) Headteacher Deborah Willsher (DW) Iseult Hull-Flower (IHF) Chair of Governors Andrew Saunders (ASD) Marion Rajan (MRJ) Shadric Toop (ST) Ruth Nilsson (RN) Danny Simpson (DS) Derrick Davis (DD) Tamsin Hinton-Smith (THS) Sarah Fitzjohn Scott (SFS) Other (non voting) Janet Johnson (JJ) Clerk
Apologies:	Trevor Howson (TH) Nicky Caldwell (NC) Becky Stevens (BS)

	DISCUSSION AND DECISIONS	ACTION
1	<p>INTRODUCTION</p> <p>1.1 IHF opened the meeting and welcomed THS, a new parent governor. Everyone introduced themselves.</p> <p>1.2 Apologies were considered and all accepted.</p> <p>1.3 THS' research included the school. No other new declarations of interest were made and in discussion governors agreed there was no conflict and all could contribute throughout.</p>	
2	<p>CHAIR'S REPORT</p> <p>2.1 Long term planning. As agreed, an additional meeting for all governors had been arranged for the 31st January 6-8pm for a strategic 4/5 year planning session which would be facilitated by a governance consultant, Rose Wisdom. It was agreed governors would prepare for the meeting using an outline to be sent by IHF, and staff would be consulted. Following the meeting views from parents would be taken in March and pupils via the school council meetings.</p> <p>2.2 Meetings attended</p> <ul style="list-style-type: none"> City Partnership – IHF would forward the minutes to JJ for 	<p>ALL</p> <p>IHF ASW</p>

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	<p>circulation and comment</p> <ul style="list-style-type: none"> Governance Strategy and Partnership meeting. The feedback had already been circulated along with related papers. <p>Re Our Future City 10 year Arts strategy. How is it working? It is a group working together to improve outcomes for the disadvantaged. Research shows the Arts improve self-esteem. It is tackling it in several ways including trialling how to work with primary schools. The next step is to move it on in practice. There is a meeting next week to finalise the details then meet artists and media. There is a different strand for secondary schools..</p> <p>There is funding? Yes, the Arts Council has put in a lot and Brighton University. Governors were amazed 10 years funding had been arranged and upon checking the full 10 years was not in line yet.</p> <p>Is it for everyone to get involved in? One of the things we are working on. Some schools are just doing this for the disadvantaged. We feel it needs to be in the curriculum to make it sustainable and benefit all. We want to get parents involved, especially the more difficult to reach and we think this can be done by for example meeting the artists and media and being involved from the outset. Some of those children can act as advocates for the project so they become more involved.</p> <p>2.3 Training Reports and forthcoming training opportunities had been considered The following recommendations were agreed:</p> <ul style="list-style-type: none"> Ensure an allocated governor to monitor pupil premium. (THS) and report to resources committee and full governing body Pupil Premium to be a standing item on resources agenda Working more closely with local Patcham schools to ensure vulnerable pupils are identified as early as possible (pre-school) Governors to obtain evidence of how 1. Governor challenge and 2. PJS working with groups of schools, improves outcomes The safeguarding governor to consider sharing her expertise with other governors The arts governor to consider developing a network of governors with Peter Chivers, Head of Music and Arts at the Local Authority. ASD to continue to be linked to High Achieving pupils. <p>2.4 Governor day. This had been useful and the notes and visit forms circulated.</p>	<p>THS IHF TH IHF ST</p>
3	<p>MINUTES FROM LAST MEETING The minutes were agreed to be an accurate record and signed accordingly</p>	
4	<p>MATTERS ARISING 4.1 SFS confirmed the improvements on the school plan could be tracked on the website. 4.2 Website compliance - ST would check this and JJ would send list. 4.3 It was confirmed the programme to monitor the school improvement plan was in place. 4.4 IHF and DS would meet regarding the split of governance leadership work.</p>	<p>IHF DS</p>

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	4.5 All other items were either covered elsewhere or been completed.	
5	<p>OUTCOMES 2016 – comparison with National</p> <p>Governors, including the data link governor, had already considered:</p> <ul style="list-style-type: none"> • Raise Online 2016 • The Fischer Family Trust dashboard Summary 2016 • Headteacher report • School improvement plan <p>5.1 Governor report on attainment and progress.</p> <p>A governor reminded that there were new performance measures this year. The dashboard, in contrast to Raise, included spelling punctuation and grammar, science and also tried to compare previous years.</p> <ul style="list-style-type: none"> • Overview. Attainment. The scaled score of 106 was significantly higher than the NA of 102.7. 77% had reached the expected standards in reading writing and mathematics combined in comparison with the NA of 52%. • Overview. Progress. Comparing children with the same prior attainment the school again did very well with 16% above the NA in comparison with 2.3% being the average. • Overview. Groups. The higher performing groups were ‘first language not English (5 children)’ and Other Asian (6) and as governors knew they did tend to do well. Lower attainers did significantly well and there were no significant lower performing groups. • Attainment. This showed a very positive improving trend and for reading and maths the school was in the top 14% of schools nationally, the top 10% for reading writing and maths. A governor queried why there was a downward arrow against the Higher standard arrow despite it being a significant ‘plus’ and received a response to their satisfaction. • Pupil groups. It was noted females made very good progress whereas males were not one of the most positive groupings. More boys than girls were in current year groups, especially years 3 and 5. • Individual subjects. There had been a slight downturn in writing. The progress in 2 years especially in reading and maths was significant. There had been a slight downturn in writing; however this drop of less than 5 percentage points was far less than the NA drop of 14 percentage points. ASW reminded governors last year’s reading test was a horrible shock nationally but the school had some good readers and had planned for it so were in a better position than some schools. It was agreed the schools goal was to get everyone to that standard and a governor could confirm expectations at High school were also much higher. • Context (last year’s year 6). There had been a higher percentage of girls and high prior attainers. There was a lower percentage of lower attainers. There were no significant aspects to absence. <p>What sort of impact do you anticipate on results from the change in gender make up? Looking at current data we should be fine. We just</p>	

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need to be aware. We have done a lot in the past, four to five years ago and since then they have done better. We are also aware the Infant school have made adaptations as there are more boy heavy years coming up.

Where was the science data from? Teacher assessment as was writing.

Governors agreed it was a very positive picture.

5.2 RAISE online

ASW gave further information

- Context (school). Governors were pleased to note the school had moved from the first to second tier regarding eligibility for free school meals which more accurately reflected the area. They already knew there were more boys than girls and that attendance remained excellent with usually good reasons for any persistent absence.

If pupil premium numbers drop are you ready to reduce the expenditure? It was mostly spent on staffing so it could be tricky.

- Attainment and Progress. **The results were**, as expected and noted previously, **significantly above the national average (NA) in nearly every measure** and all agreed they were great results and testament to the hard work of the school community. ASW had up-dated the school self-evaluation form and included links to the evidence. Raise would not need as in depth scrutiny as previous years but there were still items of further interest.
- Disadvantaged Pupils. This had been given a higher profile and as governors knew, prior attainment was dealt with in a different way from the FFT. The school would need to recalibrate their own data and focus. Comparing the PJS disadvantaged to NA progress of all non-disadvantaged, they do very well. For writing the high prior attaining disadvantaged at PJS ranked in the top 1% of the country (this was 1 pupil)
- Subjects. Those that did poorly in mathematics at Key Stage 1 made the most progress in reading, the next best group in writing and also well in maths. High prior attainers made very good progress in writing.
- SEN. As reported to Curriculum committee, these had achieved well, outperforming similar pupils and the average scaled score was 100.

Why are there no figures for looked after children? There were none that year.

Why did low prior attainers in maths make particularly good progress in all subjects? It might just be statistical (the confidence interval was large) but this will be given more thought.

What are the areas for concern? We have looked at gender and possibly higher prior attainment level outcomes.

Governors confirm that knowledge of the national picture did not necessitate major changes to the improvement plan but it would focus

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	more on improving higher prior attainment level outcomes.	
6	<p>SCHOOL IMPROVEMENT PLAN</p> <p>Governors had already considered the improvement plan which was on track and the self-evaluation (SEF) documents. Later, reports from governors of schools that had gone from good to outstanding were tabled and video clips of similar would also be circulated by IHF. Governors now split into groups and decided which areas they were particularly proud of and those that could be strengthened further. These were then discussed as a group and IHF would draw them together for checking by all and inclusion in the SEF. Governors supported ASW up-rating judgements in outcomes and leadership and management category from good to outstanding.</p>	IHF RN IHF
7	<p>REPORTS FROM COMMITTEES and MEMBERS</p> <ul style="list-style-type: none"> • Curriculum <p>The minutes had yet to be checked so MRJ gave a verbal report. The annual plan had been put together and linked with the school improvement plan. There had been a presentation from the English lead who had taken questions, largely on the No Nonsense spelling initiative which was appearing successful. Further discussions had been on SEN progress and grit and resilience. Recommendations for the full governing body to consider were:</p> <ul style="list-style-type: none"> ❖ Up-dated SEN policy. This was agreed ❖ Training to be a standing item at FGB. This was agreed. JJ would circulate the form and DS and IHF would review the system. <p>The committee had agreed safeguarding would be a standing item. In discussion it was agreed this should be left with the committee who would make recommendations for full governing body if required. Any safeguarding training would be advertised for all governors to attend if they wished.</p> <ul style="list-style-type: none"> • Resources and Pay and Performance <p>Governors had already considered the minutes of the September meeting, the pay policy and amendments to the disciplinary and sickness policies. The minutes of the November meeting had yet to be checked and DS reported in the absence of TH. The budget was £35k as at the first meeting and £45k at the more recent. Pupil premium would be a standing agenda item and reports had been received on staffing, health and safety and premises, pupil premium, whistleblowing and data protection. The minutes of the 29.9.16 meeting were accepted and governors now</p> <ul style="list-style-type: none"> ❖ Approved the terms of reference ❖ Approved the pay policy ❖ Approved amendments to disciplinary policy and sickness management policy further to LA HR recommendations. <p>TH had advised he would be meeting ASW to review the appraisal policy and planning the next 3 year budget and succession planning for PE.</p> <p>A governor commented on the excellent pupil premium report and wondered whether it was timely to carry out another check that all eligible pupils were included.</p>	

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	<ul style="list-style-type: none"> • Governors <p>The notes from the governor day were accepted. No other reports were made</p>	
8	<p>STAKEHOLDER VIEWS</p> <p>IHF was taking forward the governor survey in January.</p> <p>ASW informed the transition survey results had been good. The outcomes of the behaviour survey showed that the figure for those feeling as though they had been bullied in the last term had dropped from 20% 5 years ago to 9.9%now (16% across the LA). The problems continued to be the on/off status of girls' friendships. Do you differentiate between bullying and harassment? We use the national definition. Do you use drama to address the issue? We use many tools.</p> <p>There had been an inset day with Westdene, Carden and the High School. Next term would be a joint inset with teachers from the High school on all subjects. There being no further matter, the meeting closed 19.54</p>	IHF

ACTION POINT SUMMARY

Item	Owner	Action	Due date
2.1	ALL IHF ASW	Prepare for meeting 31.1.17 IHF to send template (liaise RW) Consult with Staff	31.1.17
2.3	IHF THS	Ensure pupil premium link trained	
2.3	TH	Standing item for resources: pupil premium	
2.3	IHF	Set up plan for closer working	
2.3	ST	Liaise as appropriate and report back re Arts gov network	
4.4	IHF DS	Allocate leadership duties for governance	
6	IHF RN	Collate information, circulate for SEF	
6	IHF	Circulate from good to outstanding information	
8	IHF	Co ordinate governor input to governor survey	