

**PATCHAM INFANT SCHOOL
GOVERNING BODY MEETING
MINUTES**

Meeting Type	Full Governing Body – ELA focus
Date/Time:	4 th July 2018 4.30 pm
Location:	Patcham Infant School
For:	Full Governing Body
Quorum:	For decisions to be binding at least one half of current governors are required. The meeting was quorate throughout.
Present:	Governors (voting) Andy Ahmad-Walsh (AAW) Irene Evans (IE) Chaired the Meeting Andy Flowerday (AF) Ron Guilford (RG) Chair of Governors Helen Hawkins (HH) Graham Kane (GK) Margaret Maslin (MM) Chris Taylor (CT) Nina Taylor (NT) Claire Wickham (CW) Other (non-voting) Janet Johnson (JJ) Clerk Michelle Lankstead (ML) Associate Member
Apologies:	Thomas Rhodes - accepted

	DISCUSSION AND DECISIONS	ACTIONS
1	INTRODUCTION, APOLOGIES AND DECLARATION OF INTEREST IE opened the meeting and thanked everyone for attending. The late arrival of HH was expected. Helen Emerson's absence was noted. No declarations of interest were made when invited and all could take full part in discussion.	
2	MINUTES FROM LAST MEETING Subject to amending 'PHD student' to 'lecturer' at item 7.2 the minutes were agreed to be an accurate record and signed accordingly.	
3	MATTERS ARISING NT arrives 16.35 The skills audit would be reviewed at the September meeting along with key governor roles for the year 2018/19 to include alignment with the new school operational plan. What was expected from governors would also be reviewed. A draft annual agenda plan had not yet been drawn up but would be worked on. The Health and Safety policy was now on the website. A governor informed a further health and safety visit would be made before the end of term.	
4	CHAIRS' REPORT <ul style="list-style-type: none"> • AAH was stepping down due to commitments elsewhere and was thanked for his contribution to the school. • A complaint had been made to Ofsted who had referred the complainant back to the school to use the complaints policy. There were no ongoing issues or concerns that the school had not acted as it should. CT confirmed difficulties would be discussed with any destination school. • He had attended at the school when the local MP had visited and had found the whole event uplifting. Pertinent questions had been asked and 	

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	<p>it had been reported favourably in the local paper. The visit was largely based on the 'Forest School' and outdoor learning environment. Thanks were passed to CT. The whole visit had enabled the celebration of the work stemming from the school operational plan and the work of the teachers.</p> <ul style="list-style-type: none"> • The School Partnership Advisor (SPA) had reported the school had outstanding provision relating to the outdoor environment and the impact it had on the pupils. CT would circulate the report. <p>Governors congratulated the school.</p> <ul style="list-style-type: none"> ❖ In line with their previous intention and being impressed with the contribution and skills of ML, as there was now a vacancy for a co-opted governor, governors now co-opted ML on to the governing body. <p>HH arrives 16.45</p>	CT
5	<p>HEADTEACHER'S REPORT</p> <p>Governors had already received and considered the report which also contained performance data discussed at item 7.</p> <p>Further information was provided:</p> <ul style="list-style-type: none"> • The SPA was changing. Governors had appreciated her input but welcomed the opportunity for a new outlook. • There were 13 spaces forecast for Reception in September. The current Reception had a waiting list. • Following the visit to Southampton the possibility of looking further into Investors for People was being considered. • The Sussex Coast Teaching School Alliance (SCTSA) receives money from the DfE for which schools then make bids. Part of being in the alliance was to develop the teacher trainers and trainees. It has a programme of study that goes on through the year for any students in that group of schools. <p>Is there a deadline to return admission papers? No we are trying to contact the families.</p> <p>Will you get money for being a SCTSA local leader? Not yet but once we have built up a relationship with the universities, it will be attempted. We have been given a £1k start up fund. Within our school we will have a professional tutor and she will liaise with our students. We will also train up all our teachers to be mentors and we will have whole school training on that.</p> <p>Governors:</p> <ul style="list-style-type: none"> • Suggested putting pupil vacancy information on the website. • Supported the training planned for teachers. • RG offered to take on the role of outdoor learning environment governor <p>The report was accepted with thanks.</p>	
6	<p>PARENTS' LETTER TO GOVERNORS</p> <p>Governors had received a copy of and now celebrated the letter of appreciation received from a child's parents which showed how well the culture and ethos of the school was working and the positive impact the staff were having on their child's progress and well-being. The governor response had also been seen and both items were accepted.</p>	
7	<p>PUPIL OUTCOMES KS1, PHONICS, FS 2018</p> <p>Data (unvalidated) had already been considered by governors as it was included in the headteacher report at item 5. At this time neither the local nor national picture was known.</p> <p>7.1 Reception</p>	

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	<p>A good level of development had been achieved by 81% (not including any children from the Nursery), the highest ever, and up from 76% last year when the national average was 70%. Governors noted this and congratulated the school on these outcomes. Overall results are very positive with writing outcomes slightly below reading and number.</p> <p>7.2 Year 1 phonics Overall in year 1, 88% had passed (71% of the disadvantaged group). This was up from 47% in 2013. Next year's Year 1 target was 90%. It would be a good starting point for year 2. At year 2 this was 94% (78% of the disadvantaged group). Target for next year was 99% The targets are they set locally? No, I am setting them. Again very positive results for the current Year 2 cohort especially.</p> <p>7.3 Key Stage 1. [NB cohort 66% boys of whom almost 50% summer born]. 2018 results = Reading 72% Writing 64% Maths 74%. Results were lower than last year; however, they were higher than anticipated based on their position at the end of Year 1 whereby only 63% were on track for age related expectations (ARE) at the end of Year 2 in reading, 53% in writing and 61% in maths. Governors knew predictions had still been low in the spring and were pleased that the interventions put into place then had been successful. They knew the school had been moderated so had confidence in the figures. Do you think the national averages will increase? They are likely to be different. For Tiger class, the figures do not add up to 100? I will look into that.</p> <p>CT added that the total meeting age related expectations in reading was 72% whereas the summer born were 37%. This was in line with results from national research.</p> <p>CT had the opinion that the judgements were a fair reflection. Internal progress measures were now being looked at. Whilst there was no official way of measuring progress at the end of Key Stage 1 as the Early Years/Foundation Stage did not correlate with it, Ofsted had commenced using it as a crude measure, so internally those having reached a good level of development were expected to reach age related expectations. Governors recalled that internally pupils were allotted as being one of four groups and the group at the lower end of meeting good level of development were tracked more. Some of this group may not make the expected standard but could be shown to have made progress within the overall ARE level. As a cohort the vast majority has made the expected progress. More analysis will take place.</p> <p>Governors noted those achieving greater depth at KS1 were relatively low for the second year. CT informed it would be a focus for this next year.</p> <p>A governor said it looked really positive and that whilst overall the results were not as expected from Patcham, it had been a tricky cohort and they have left in a better place than they would have done without all the actions taken by the school. Pupils also had very good learning behaviours and would be well placed to learn and to build upon their knowledge at the next school.</p>	CT
8	<p>META COGNITION – links to vision and GOAL 2 The Education and Endowment Fund (EEF) had updated their 'Metacognition and Self-Regulation' summary which had been circulated and was accepted. It continues to prove to be a low cost, high impact intervention with benefits of</p>	

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	<p>increasing pupil's learning by 8 months + . Key recommendations from the summary were tabled. Where do they get the findings from? Research schools. What are the ongoing costs? A book for new teachers, SLT time for their induction and replacement of resources. There is a need for consistency and the school could not ease up on it. Governors continued to be impressed with the Building Learning Power linked to Growth Mindset initiative which had now been running some years. The school had hosted two senior leaders from a London school to observe this approach and they continue to receive enquiries from other schools.</p>	
9	<p>SCHOOL COUNCIL The minutes from the latest School Council meeting had already been considered. Outdoor learning had been the focus. Governors were pleased to note the children's complimentary comments and the minutes were accepted.</p>	
10	<p>MONITORING OF TEACHING – peer visits, outcomes and impact CT provided an update as to how quality of teaching was being monitored. During the course of the year there are two official appraisal observations. This term it was by lesson study because the quality of teaching at the school was at least 'good' throughout. This peer lesson study involved 3 teachers working together to plan a lesson and then when it was delivered they looked at the pupil's responses and then spent the day doing the same lesson with different children. They focussed on the progress and work of 3 children in the class, including interviewing them. It is very insightful and developmental. Two rounds had been completed in each year group to very positive feedback. It would be repeated but as it was found to be too intense over one day it would be over a series of lessons. There was still a need for formal observation and triangulation with book scrutiny and data in order to monitor the impact in the classrooms. We have also met as a senior leadership team following feedback. It was more expensive way of monitoring teaching and learning but more about how to do things differently and in a professional developmental manner. Is there any documentation about the impact or action plans? I have evidence by way of paper copies re outcomes and next steps. Is this approach something you have created? No borrowed. It is a tried and tested model, continuous improvement, brought from Japan. I introduced it with the rationale. Teachers plan the lesson then deepen the plan.</p>	
11	<p>EYFS and SEN Policy review Governors were informed the EYFS policy had been reviewed and was now up-to-date. A couple of additions had been needed relating to home visits which had now been re-established and to online profile and recording. The equality statement had been included. Are the early years and early years safeguarding covered in the main school policies? CT confirmed yes. HH would check the EYFS policy to make sure it had been amended to cover ratios. A governor had observed inconsistencies in the procedure for informing and expectations of parent-helpers especially on school trips. This would be revisited, including the photography section, to make sure expectations were clear. Governors supported parents being given a briefing and a leaflet. SEN policy. The wording of the policy had been reviewed in May 2017 and the review of effectiveness was deferred until the following next year.</p>	
12	<p>PARTNERSHIP UPDATE A governor had attended a meeting of governors from the partnership schools. Items discussed included</p>	

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	<ul style="list-style-type: none"> • Parent governor communications • Website compliance/ Ofsted feedback • Poverty proofing • Future meetings would include key developments at schools and the new structure of the partnership. <p>Governors expressed interest in looking again at poverty proofing regarding its impact at Patcham and any outcomes of the research that had been undertaken.</p>	
13	<p>GOVERNOR VISITS</p> <p>13.1 The report following the visit to the school when the local MP had attended was accepted.</p> <p>13.2 A governor had met with CT and the school business manager to take GDPR queries forward. CT now added some value for money had already been achieved from the employment of an independent DPO service. Some training was needed and items raised, prioritised. The report had already been circulated and considered and was now accepted. Governors were satisfied with the actions taken and achieved so far.</p> <p>What about GDPR and the fundraising charity? Could the charity use the DPO? CT would check. ML NT and CT would take forward.</p> <p>13.3 A visit to check the single central record had been completed. All was in order and the school was ready to implement the changes due 1.9.18.</p> <p>13.4 The safeguarding governor had visited the school and reported ‘operation compass’ was commencing. An email with enhanced security measures would be used for related communications. HH had already undertaken training and some staff training would take place in September. The safeguarding audit would be reviewed. The governor considered the school was on top of safeguarding issues and extended thanks to HH. Governors also noted the good attendance results. The safeguarding policy would be reviewed after the new ‘keeping children safe in education procedures’ became live.</p> <p>13.5 A governor offered to join the school in the action planning day for the SDP for 2018-9</p>	ML NT CT
14	<p>Feedback from GOVERNOR TRAINING</p> <p>14.1 A governor had signed up for the Chairs’ Development Programme. The report had been circulated and was accepted. A questionnaire would be circulated to governors for completion and return before the end of term. 4 modules had already been completed.</p> <p>14.2 It was recommended governors attend the general governor training on safeguarding or attend the school inset day 3.9.18.</p> <p>14.3 A governor offered to attend the school development plan training session on 9.10.18</p>	
15	<p>Future dates 2018-19 – see below suggested dates:-</p> <p>The following dates were agreed for meetings the next year 12th September, 14th November – ELA 5th December – FRO 13th February – FRO 20th March – ELA 24th April – FRO 10th July – ELA</p> <p>The structure and effectiveness of the governing body and further meetings would be discussed in September.</p>	

Signature noted in minutes 12.9.18

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ACTION POINT SUMMARY

Meeting raised	Owner (Co-ordinator)*	ACTION	Due by
22.3.18 12	ALL JJ	All to complete skills audit if not done so recently and send to JJ. JJ Circulate it again and send updated training list and feedback form	31.3.18 4.9.18
3	CT/AII (IE)	Advise school partnership 'Improvement Champions' process and governor involvement	Autumn 2018
17.4.18 7.1	TR (NT)	Update re H&S Policy with Policy for approval, liaise CT	4.9.18
8	CT RG NT IE JJ	Liaise to produce annual agenda, including papers required + meeting dates	Draft 26.6.18 Final Sept
4.7.18 4	CT	Circulate SPA report	End of term
7.3	CT	Check data and advise	End of term
13.2	CT NT ML (NT)	Ensure Fundraising Charity GDPR compliant-update	12 9.18

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