

**PATCHAM INFANT SCHOOL
GOVERNING BODY MEETING
AGENDA**

Meeting Type:	Full Governing Body
Date/Time:	14 th November 2018 4.30 pm
Location:	Patcham Infant School
Distribution:	Full Governing Body, website
Quorum:	For decisions to be binding at least 6 governors were required. The meeting was quorate throughout.
Present:	Governors (voting) Eric Baxter (EB) Irene Evans (IE) Vice Chair of Governors (Chair of this meeting) Helen Hawkins (HH) Graham Kane (GK) Michelle Lankstead (ML) Margaret Maslin (MM) Chris Taylor (CT) Headteacher Nina Taylor (NT) Claire Wickham (CW) Other (Non-voting) Darren Middleton (DB) Associate Member Janet Johnson (JJ) Clerk to Governors
Apologies:	Ron Guilford (RG) Chair of Governors - accepted Andy Flowerday (AF) - accepted Thomas Rhodes (TR) - accepted

MINUTES

	DISCUSSION AND DECISION	ACTIONS
1	INTRODUCTION: IE opened the meeting and a warm welcome was extended to DM and EB. General introductions followed and apologies were considered. GK arrived 16.48. No new declarations of Interest were made when invited. All governors could take full part throughout.	
2	NEW GOVERNORS EB had recently been elected as parent governor. ❖ DM was appointed as associate member for a term of 4 years. His scope was to act as a general governor but as associate member would have no vote at full governing body meetings. In discussion it was agreed the new members would look to undertake the roles of 'interaction with local community/stakeholder views' and 'PE/Sports Premium Lead'. An in house induction walk would be arranged as would governor mentors.	JJ JJ EB DM CT IE
3	LAST MEETING: <ul style="list-style-type: none"> The minutes from the meeting 12.9.18 were agreed to be an accurate record and signed accordingly. 	JJ

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	<ul style="list-style-type: none"> • Matters arising. There were no matters arising relating to this meeting. • It was confirmed the letter of thanks had been sent and the succession item was to be addressed at the next full governing body meeting. 	NT JJ
4	<p>HEADTEACHER'S REPORT</p> <p>4.1 The headteacher's report had already been circulated and CT now took questions.</p> <p>Has there been any movement on numbers on roll? There are still 74 in Reception and we expect the Nursery to be full by Christmas.</p> <p>When is the census? January and it will affect funds received in 2019/20.</p> <p>Is it just a local problem? Yes, in NE Brighton. Westdene School is reducing their published admission number which should have a slight impact in future years. Adverts have gone out in the Preston and Patcham Post and we are still aware there is pressure on other schools locally.</p> <p>When you do the open day, do you talk about the transition to the Junior School? Yes, how it works very smoothly.</p> <p>A governor reported that at the time of entering a child to the Infant school some parents felt it was a big leap to the Junior school. The benefits of that school were not so apparent especially as they were in an older building. Was there a way the Junior School could be involved with the open days? Governors supported a joined up approach and CT would follow that up – it was thought for example, the headteacher at the Junior School would be willing to speak at the open days.</p> <p>Do many pupils not transfer to the Junior School? The numbers not going had never been high and even those have reduced over recent years.</p> <p>4.2 Governors accepted the useful report and noted the Poverty proofing report had been received and was being monitored.</p> <p>4.3 The school partnership advisor had recently attended at the school for a categorisation and 'know your school' visit. A governor had been present. The report had been circulated. The school was judged to be self-improving and sustaining.</p> <p>The governing body would continue to monitor the actions to improve outcomes, including at greater depth. Governors noted the comment that they were carrying out their work very effectively and the report was accepted.</p>	CT
5	<p>PATCHAM OPERATIONAL PLAN (POP)</p> <p>The Patcham Operation Plan had been circulated and it was noted rather than split into sections explicitly relating to the current Ofsted areas, these did now relate to the goals of the school.</p> <ul style="list-style-type: none"> • Outstanding outcomes through high quality teaching and learning • Resilient, resourceful, reflective and collaborative children • Engaged and respectful members of the community • Nurturing, enabling and stimulating environments <p>The plan was accepted.</p> <p>Following detailed analyses of data, the key areas for development could be summarised as: boys, the disadvantaged group, working at greater depth and building on the outside areas curriculum. In addition as children's language when they start school had been becoming more</p>	

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	<p>impoverished over time, this had had an impact on reading and writing so a lot of work this year would be on dialogic talk about developing language structure, reason and argument.</p> <p>What are you doing at St Marks? I am helping them out with metacognition for example. I have visited them and they have been to visit. Learning walks have been carried out at both schools.</p> <p>What is PDM? Professional development meetings.</p> <p>In discussion about how to monitor this it was agreed CT would report on the work undertaken and how effective it had been. A governor confirmed the POP objectives fed back into the headteacher's personal objectives.</p>	
6	<p>VALIDATED DATA OUTCOMES – ALL KEY STAGES</p> <p>6.1 Governors had already scrutinised the analyse school performance (ASP) summary headlines 2017/18 and the school at a glance data provided by CT. Two governors had met with CT on Monday and looked at ASP and received a summary sheet that had been very useful. They now reported:</p> <p>6.2 Reception 79% had achieved a good level of development. This was an increase from last year and above the local and national averages (LA/NA). 57% of pupils receiving the pupil premium had achieved a good level of development which was in line with NA.</p> <p>What was the gender split for this cohort? Reasonably balanced with just a few more girls than boys. Curiously, those born in spring had the best results.</p> <p>6.3 Phonics 88% had passed, exceeding the LA and NA of 83%. The school average mark was 35.1 which was really encouraging.</p> <p>6.4 Key Stage 1. This was the boy heavy group. 65% were boys and of those, 45% were summer born. As previously reported and discussed in depth, results had been, as expected, below the local and national results. In addition one child had left the school but had been included in the results.</p> <p>Non-SEND boys (78%) outperformed the national picture for all children (75%). The 2% achieving greater depth in writing was as a result of the school taking a cautious approach to assessment. CT informed it was likely a more relaxed approach would give nearer 12-14%. Governors were aware the school had been investigating the approach of other schools and there was a lot of training being carried out relating to assessment.</p> <p>CT reminded governors that the cohort had made progress from their starting points which had, that year, been assessed by the national baseline.</p> <p>Are we still getting that base information? We are not using that system.</p> <p>6.5 The 10 actions that had resulted from the data analysis had been</p>	

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	<p>included in the operation plan.</p> <p>A governor provided reassurance they had investigated the data in a lot more detail. One of the key points to highlight was progress made. The data showed good and better than expected progress and to have so many summer born children would and did affect the results. A governor would review moderation arrangements and working at greater depth in books in the spring term.</p> <p>The report was accepted.</p>	
7	<p>PUPIL PREMIUM and SEN OUTCOMES and PROGRESS</p> <p>A governor gave a verbal report following a visit to the school on 12th November to discuss outcomes. She had:</p> <ul style="list-style-type: none"> • Attended pupil premium training and also safeguarding training. • Scrutinised a lot of documentation. • Met with CT, the previous pupil premium link governor and Michelle Doyle to gain an understanding of what the school does for these groups. • CT was already doing some high quality training and setting up some 1:1 training as well as looking to see what is actually being done to move pupils on to greater depth. A very detailed folder had been evidenced. • A learning walk will be carried out and a further meeting with the governor. • A full report would be made in the spring term. <p>Are there other, vulnerable children not in receipt of pupil premium? We need to make sure they are looked after as well. We will also look at making sure all are getting their entitlement.</p>	
8	<p>PUPIL TARGETS 2018/19</p> <p>CT confirmed the aim was to raise the 'greater depth' levels to that of national or, aspirationally, above national – with a particular focus on increasing pupil premium pupils who are working at or potentially could, work at 'greater depth'.</p>	
9	<p>SOUTH COAST TEACHING ALLIANCE</p> <p>CT informed the celebrations and recommendations from the programmed had been included in the headteacher report. He added:</p> <ul style="list-style-type: none"> • We have worked with 4 schools in the last 8 months. • They had almost come to completion of the whole cycle. • They had visited Hangleton for the whole day. Stuart Steeles had been there and to another school for a coaching workshop and HH was also part of the coaching team. • What came out of our review and was the best part of the process were the improvement workshops afterwards. At the coaching workshops the next steps to improve certain areas were unpicked, for us this was working at greater depth. They came in with questions for us to decide how to move forward. We will discuss that at a staff meeting. • For a head or deputy headteacher it is a very good exercise to go into a different school. • All schools have felt very supported by the process. • Ofsted are keeping a watching brief on the project and are awaiting 	

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	<p>the outcomes. The Education Endowment Fund is involved and they are a respected charity.</p> <ul style="list-style-type: none"> • Follow up will be in a few months' time. <p>CT was thanked for the update.</p>	
10	<p>VISION and VALUES review and update CT informed the vision was reviewed at the beginning of the year and the way forward considered. Staff unpicked the values and identified those with which they were not so comfortable, e.g. global responsibilities, which for this age group was about how they are with friends and good citizens. Values are well incorporated into the induction of new staff. CT met with newly qualified teachers at the end of the summer term to carry out the induction into values and the students induction was re vision. It was always in the picture and in communications.</p> <p>A governor gave an example from a visit that week: 6 children in year 1 had been waiting for a staff member to arrive and they had already got themselves set up and commenced independent learning, working on whiteboards. A governor reported that at her visit it was clear staff, support staff and pupils were all very supportive of each other.</p> <p>In addition CT confirmed the visions and values had supported him in responding to difficult situations and also in the selection of courses of actions to pursue. Governors agreed they needed to remember to include in their visit reports where they had seen the vision and values and/or behaviour in practice.</p>	JJ
11	<p>SCHOOL COUNCIL School council minutes had already been received. A governor had attended again and explained the work of the governors. The children had been putting together an assembly regarding respect, being friendly and taking turns. A governor could confirm children took it to heart. How do children get chosen? There is an election in the classroom for one place and the teacher chooses the other. Governors recalled they also used the Safe and Well at School Survey to obtain pupil feedback.</p>	
12	<p>SUPPORTING PUPILS WITH MEDICAL CONDITIONS A governor gave a verbal report. The supporting pupils with medical conditions policy makes reference to the Brighton and Hove Council administrations of medicines policy which was used by the school. Actions were taken as per that policy which had now been updated. The policy worked well because the information was in the register and as an example, I have seen that a member of staff was briefed when they went into a classroom. The school do not have many of these pupils and generally staff were aware who they were.</p> <p>Governors were then consulted on a matter regarding teachers giving non-prescribed medication if authorised by parents. Governors checked all information was recorded and there was another adult present for dual control. They suggested a method of reviewing and taking action in the case of repeated or fabricated cases was incorporated into the policy and the possibility of having an asthma inhaler be considered. They ascertained it was at the option of the school and supported the school's</p>	

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	<p>recommendation.</p> <p>JJ reminded that the supporting pupils with medical conditions policy needed to be approved by the full governing body and was due for review. It would be presented at the spring meeting.</p>	<p>CW IE JJ</p>
13	<p>PARTNERSHIPS UPDATE</p> <p>CT informed the SEN group was strong and the executive group met regularly. The assessment leads met regularly and all are reviewing working at greater depth. The groups worked well together.</p> <p>What is the cost this year? We are not contributing this year. We have enough money in the accounts to pay for the administrator for two years. The trustees are now headteachers. Two of the trustees have attended bid-writing training.</p> <p>Governors commented that it seemed that was more work for those headteachers.</p>	
14	<p>PARENTS' QUESTIONNAIRE PREPARATION</p> <p>Governors discussed what questions they would like included and it was likely this would be to elicit views about the outdoor learning environment. It was recalled a good response was achieved by requesting parents complete them during parents' evening. They also recommended the questionnaire referred to child rather than son/daughter and also to parent/carer rather than parent. It was suggested the <i>parentview</i> website be signposted on the form. Further suggestions from governors were requested by email to IE who would take this forward, reverting to governors prior to distribution of the questionnaire if possible.</p>	<p>ALL IE</p>
15	<p>GOVERNOR REPORTS</p> <p>There were no further reports and the meeting closed 18.26.</p>	

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ACTION PLAN SUMMARY

Meeting raised	RG to oversee	ADMIN MEETING ACTIONS	Due by
5.4	ALL	Review annual schedule, put forward amendments and get organised. Include papers required	
Meeting date/item	NT to oversee	FRO MEETING ACTIONS	Due by
17.4.18 7.1	TR (NT)	Update re H&S Policy with Policy for approval, liaise CT	4.9.18
8	ALL	Continue work on annual agenda, including papers required	Draft 26.6.18 Final Sept
4.7.18 13.2	CT NT ML (NT)	Ensure Fundraising Charity GDPR compliant-update	12 9.18
(From RG, FGB Sept)	RG JJ	Succession planning for agenda	now next FRO meeting
Meeting date/item	IE to oversee	ELA MEETING ACTIONS	Due by
14.11.18			
2	JJ	Take action re new members	
2	CT IE	Take action re induction new members and re new roles	
3	JJ	Post minutes on website	
4	CT	Liaise AS re joint school promotion	
7	ML	SEN /Disadvantaged report	Spring meeting
10	JJ	Amend visit pro forma	5.12.18
12	CW IE	Bring SPWMC policy for approval	Spring meeting
14	ALL IE	Email IE with comments re parent questionnaire	28.11.18