

Patcham Junior School
Governing Body Meeting
MINUTES

Meeting of:	CURRICULUM COMMITTEE
Date/Time:	22nd June 2017 – 5.30 pm
Location:	Patcham Junior School
For:	All governors and website Nigel Stock, Nicky Jeffersen
Apologies:	IHF
Present:	Governors (voting) Nicky Caldwell (NC) Mark Rodericks (MRD) Deputy Headteacher Debbie Willsher (DW) Ruth Nilsson (RN) [until 6.45] Ashley Seymour Williams (ASW) Headteacher Andrew Saunders (ASD) Marion Rajan (MRJ) Chair of Committee Other (non-voting) Janet Johnson (JJ) Clerk Nigel Stock (NS) Maths lead teacher [for item 2.2] Nicky Jeffersen (NJ) Science lead teacher [for item 2.3]

	DISCUSSION AND DECISIONS	ACTION
1	<p>Welcome, Declaration of Interest and Apologies [Note. The meeting commenced at item 2.2] No new declarations were made when invited. All governors were entitled to vote and contribute throughout the meeting. Apologies from Iseult Hull-Flowere were accepted.</p>	
2	<p>SCHOOL IMPROVEMENT PLAN 2.1 Safeguarding (SDP 19) 2.1.1 Governors had already received and considered the safeguarding audit report, the safeguarding governor visit reports and the up-dated Child Protection policy. They noted</p> <ul style="list-style-type: none"> • The deputy headteacher had carried out a lot of training with staff which was new this year • Whole staff training carried out on many short issues. • Templates for staff meetings had been made and this was recommended to continue. • Checks on the Single Central Record were up-to-date and thorough, covering even contractors that delivered items to the school. • The s175 audit continued to be a useful exercise and the few items showing as not fully in place had been considered and the way forward to complete them, agreed. • The Child Protection Policy had been amended to take into account the change in making referrals which was now to Front Door for Families. There had been some teething problems with the online referral system. 	

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2.1.2 **Would you agree there have been more safeguarding incidents?** Yes and the threshold has been rising which means it is even more important to record on the CPOMS system. ASW informed we are now very concerned about the level of support available and we do not have the resources to support as we wish.

A governor knew that was a similar position across the country and governors were concerned

- that several referrals, even with Council backing, had not been taken on
- cases that should have been picked up by children's services had not
- children's services had requested teachers undertake home visits
- with the likely emotional toll on relevant staff

Is there any sufficient complaints procedure you can follow? It is the lack of resources. Their resources have been cut.

But who would take responsibility as you should be able to escalate it? Can we meet with Dion Page Hammond?

In discussion it was agreed MRJ would liaise further with MRD and a letter would be sent from the governors to Children's Services.

2.1.3 The safeguarding governor gave further information

- The Patcham schools' safeguarding group continued to meet and it was suggested it would be useful if a health professional attended.
- The Brighton safeguarding governor group set up by MRJ had had its inaugural meeting.

2.1.4 The Child Protection policy.

In discussion it was agreed the policy was effective.

- ❖ **The up-dated Child Protection Policy was approved. It would be monitored by MRJ and be reviewed annually using the same format. The policy included the Statement of procedures for dealing with allegations of abuse against staff.**

Can you obtain reports from CPOMS distinguished by type of abuse? This was limited at present.

There were no further questions

RN leaves 18.45

2.2 Maths presentation (SDP 9,2): Assessment Years 3-5 and End of Year Assessment

[Note: This item was taken first]

2.2.1 NS tabled the presentation which he then talked to.

- Last year we did end of year assessments. There were no surprises in their analysis. Our children struggled with the same questions as those nationally and these tended to be those questions requiring greater comprehension of English.

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- This year we have done the mid-year questions and some were harder than the end of year's. There is a slightly different paper each year. The idea is that they are done just before February half term. Years 3&4 have 2 papers, Year 5 have one Arithmetic and 2 reasoning. It is good for teachers to look at the results to focus on areas or groups.
- A comparison will be made next year to see how reliable they are for forecasting final result.
- The LA still require a teacher assessment at the end of the autumn term.
- As the year progresses and as they go up the years the expected data becomes more reliable. It is passed on to their new teachers.
- The Infant school passes up the points gained and we found some of those graded as 2.1 are still not 3. This year the Infant school are sending those that are less secure as 2.0 which will be really useful for us in identifying them.
- Teachers are becoming more and more confident in recognising what level the children are working at.

2.2.2 **Who are test base?** We buy tests from them and we buy into their data analysis which advises areas of strength and priority areas for focus. It is an online subscription. They are highly respected and the data base was built up from the QCA data.

As well as the national average can they compare you with schools of a similar intake? This has not been so good this year but we are expecting to be able to in future.

Do the parents get given the teacher assessments? Yes this year, along with an explanation. At the parents' evening in October we share the results they had last year and where they should be.

A governor suggested having a reference portfolio of what a good mathematician looks like.

2.2.3 Results.

The summary of results of the tests are shown in the table.

Year	Above 50% [disadvantaged]	Above 80% [disadvantaged]
3	87 [60]	21 [10]
4	74 [24]	57 [14]
5	67 [33]	33 [8]

- As the year 3s had come up with the new curriculum they are coming up quite strong.
- Next year would help ascertain whether the year 3 test was a bit easier and the year 5 more tricky. There was also a larger range in year 5. There was also a larger range in year 5.
- We are expecting Testbase to advise we are working above the national average.

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ASW informed he has been very impressed with pupil premium pupils in year 5 and considered that with the right teaching and support they would achieve.

You have chosen 80% as a proxy? Yes, as it matches what happens in year 6. These tests are not easy and they had not been prepared for them. Once the data is collected Testbase do put thresholds on it but they don't do the greater depth so we erred on the side of caution.

What would be useful would be to look at year on year data. Yes this was. A governor noted they were really rigorous.

A governor had met with NS and discussed challenging the more able and was able to report the data supported the assertion that the school was doing well. MRD noted it was on par or exceeded national.

2.2.4 Mastery approach.

NS informed there was a government push to move to the philosophy of Mastery maths which originated in Singapore. He was exploring this with Westdene and Fairlight schools and would, with the maths lead from the Infant School, be observing other teachers together next year. Some problems and potential problems had been identified, including the suitability for our culture. Nothing was going to be done whole school in the next year.

Can it be used in other subjects? It is mainly maths thing but some elements can be used in spelling.

How will you manage the deeper element in your trials? It expects everyone to get there.

A governor had discussed this with the Infant school. **Do you provide resources or get them to think about it?**

We need to get them to slow down and consider as this builds resilience. Part of the reasoning is to follow an enquiry and see them through.

ASW informed that in the last 2 years with the work on growth mindset and our maths work I have noted pupils are more resilient when we take them out of their comfort zone. We have to provide rich opportunities to enable them to develop.

Are there any financial implications? Yes. You can bid for funds but you have to commit to being a mastery school and you would then get books and training.

Can you still apply? Yes.

The White Rose maths hub and Mastery document do not tell you what you need to use for the maths but the National Centre for Excellence in the Teaching of Mathematics does.

2.2.5 Governors recalled Rainbow maths, pioneered some years previous at PJS, had been very successful. The school had good results and good systems already. Governors supported moving ahead on a different basis only on a proven success basis.

There were no further questions. Governors thanked NS who left

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18.07

2.3 Science and Assessment in Science (SDP 11,2)

NJ arrived 18.09 to give her presentation and answered questions. A copy of the presentation was tabled.

- Priority one had been achieved and the scientific planning and delivery would be ongoing.
- Priority 2 and 3 were met. Raising the profile of science had gone very well. There was now for example a science club, display boards and science trips.
- NJ had now qualified as a STEM ambassador.
- NJ had attended a course at Plumpton College for science leaders for engaging ways to develop assessment.
- The school partnership advisor had carried out a science audit last year and the ways forward identified have been addressed. Now no science was taught by PPA cover and teachers do block off days to do science units together.
- Edukent provided resources for every unit of work and the BBC had some very useful live lessons and resources.
- NJ has attended science partnership meetings 3 or 4 times in the past year and a group of schools have now a good picture of what is 'emerging' 'expected' and 'exceeding' for each topic. As most will meet 'expected', we need to report on those who are lower. At the moment it is a working document and we will then go back to the partnership to discuss amendments.
- Assessment needs to be embedded and the science policy needs writing
- Moderation meetings have commenced.
- Whole school science days remain at the talking stage but there are other areas of science at the school, for example the eco council.

Is the club for all year groups? Yes; however, dealing with the range is quite tricky.

ASW confirmed the profile of science had been raised this year and the school expected it to come back as a tested subject.

Isn't there a cross over with maths? Yes but they need to think about it. Assessment starts with a question then having a toolkit to do the science and then there will be an enquiry challenge which they will complete and record. It is moving on from our fair test enquiry.

How do teachers know what the right level is? The national curriculum is the 'expected' and they have adjusted it up and down for the others.

The science club – does she extend the classroom work? She certainly knows the topics we are doing and she does try to make them do their own investigation.

Do you have any discussion with the high school? Yes, the high school asked if pupils could be taught how to write up a scientific enquiry. We have had a couple of days with them and also at the Infant School. Year 2 are doing lots of enquiry science.

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	A governor had the view it was an area some children can excel in even if not great at maths or English. NJ agreed and gave an example. Governors thanked NJ for the presentation and ongoing work.	
3	MINUTES OF PREVIOUS MEETING The minutes of the previous meeting were agreed to be an accurate record and signed by MRJ accordingly.	
4	MATTERS ARISING 4.1 The draft written statement of behaviour principles had already been considered by governors. ❖ The written statement of behaviour principles was approved. ASW would post them on the website. MRD confirmed the behaviour policy had been reviewed as a result and amended with regard to restraint. 4.2 There was no LA definition of British Values and the school would continue with the existing definition. 4.3 The review of understanding of 'values' had been completed. 4.4 The numbers of pupils joining in years 3,4,5 and 6 were 3,8,3 and 3 respectively. Mobility therefore remained in general as in previous years with the exception of year 4 when numbers dipped. Governors realised that movers tended to have higher needs. Do we lose many during the year? When they move out of the area but overall there is a net gain.	JJ JJ
5	RELATIONSHIP AND SEX EDUCATION POLICY (RSE) Governors had already considered the RSE policy. ❖ The RSE policy was approved. The monitoring was detailed within the policy. It was noted how sex and drugs were taught needed to be reported and also that some changes were likely as more guidance about contemporary relationships was expected and there will be a need for more resources.	JJ
6	SCHOOL IMPROVEMENT A governor had evaluated the progress and governor monitoring. The governor visit log had been updated and considered. A further report on maths was expected to be received imminently and visits would be discussed at the full governing body meeting.	
7	QUALITY OF TEACHING A governor confirmed IHF received a report from the school partnership advisor and will feed back on it.	IHF
8	Any other Urgent Business (with prior agreement of chair) ASW had already circulated a reading policy drawn up following a survey of pupils. A governor who had professional experience in this area had submitted a number of questions which were answered to governors' satisfaction and they supported its introduction. There being no further business the meeting closed at 19.24	

..... signed dated

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ACTION POINTS

Item	Owner	Action	Due by
4.5	JJ	Take action re updating policy records	
7	IHF	Take action re feedback from SPa	