

<b>Governing Body</b>	<b>Student Families and Community Committee</b>
<b>Date/Time:</b>	9 <sup>th</sup> June 2016 5 pm
<b>Location:</b>	Patcham High School – Meeting Room
<b>Distribution:</b>	SFC Committee, FGB, Website, P Denman, L McGill, M Warner, A Wharfe, J McKee
<b>Quorum</b>	3
<b>Attendees:</b>	Governors (voting): Caroline Greenfield (CG) Stephen Berry (SB) Sarah Fitzjohn Scott (SFS) Charles Miller Cooper (CMC) Mike Sandeman (MSD) Other (non-voting): Linsey McGill (LM) SENCO John McKee (JM) Deputy Headteacher Penny Denman (PD) Assistant Headteacher Mark Warner (MW) Assistant Headteacher Janet Johnson (JJ) Clerk
<b>Apologies:</b>	Governors: Paula Sargent (PS) accepted Andrew Saunders (ASD) accepted

## MINUTES

	<b>DISCUSSION and DECISIONS</b>	<b>Action</b>
1	<b>INTRODUCTION</b> As arranged, CG took the chair for the meeting and welcomed everyone.	
2	<b>DOES ANYONE HAVE TO WITHDRAW FROM ANY DISCUSSION?</b> No new declarations of interest were made when invited. All attendees could remain.	
3	<b>ACHIEVEMENT AND PROGRESS – SEN</b> <b>How successful are the school's policies in addressing the aims?</b> Governors had already received the special education needs and supporting pupils with medical conditions reports and raised questions by email. LM now took further questions. <b>Can you explain 4matrix?</b> It is a progress data tracking programme <b>Please give further information on the use of teaching assistants in providing links with tutors in colleges.</b> They attend at primary schools and city college and also support EHPs. The difficulty is that the specialists do not work with pupils aged over 18, sometimes 16; we are also trying to get advice from them. <b>Do you have an example of greater collaboration between staff and parents?</b> There is now a SEN parent forum and an induction evening for parents run by parents. Last year they helped to develop the policy and the audit that went on the website. Parents are actively involved.	

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	<p><b>Do you have a contact for other pupils to act as mentors in SEN projects?</b> We didn't end up linking with a power group but there is a new programme linked to the mental health group. Supportive pupils from year 10 will become mentors for younger ones.</p> <p>LM went on to advise that since the 3 levels of progress gap had closed last year the school had focussed on the 4 levels of progress gap. The TA interventions were adapted to be more targeted to a learning coach style. There were now one each for lower and upper school and these overlapped between pupil premium and SEN. They encourage pupils to get to homework clubs and keep coursework up to date. A good impact had been seen and this will be expanded. We want to develop literacy, building on it from year 7 to focus on exam techniques and inference.</p> <p>For years 10 and 11 there were differences. At the start the in-house gap was very small and the focus was on homework club and attendance, but then the level4 progress trends showed gaps were widening throughout the year. With the current year 11 the gaps were high to start with and the gaps were different between English and maths this year.</p> <p>Why was that? We needed to check [robustness of] English data. The groups then changed. Now we have a couple of children who may not get GCSE but will get Entry level 3 maths. They attend the Blatchington Mill Level 1 catering course, using core skills in the catering scheme which also provides a more enjoyable programme.</p> <p>Kim Bolton from the Local Authority had undertaken an audit of SEN and provided a lot of information and positive feedback. Our key focus is on the specific needs of individual pupils. The school was also working with the CAMHS project, which was enabling pupils and parents to have access to other projects to support emotional well-being.</p> <p>Governors supported the actions taken. The reports were accepted and the SEN policy was ratified. SB would follow up some typographical errors with LM. LM and CG will follow up the questions relating to more funding. CG would continue to monitor.</p> <p>Thanks were passed to LM who then left 17.17</p>	<p style="text-align: right;">SB CG</p>
4	<p><b>MINUTES OF LAST MEETING</b></p> <p>The minutes were agreed to be an accurate record and signed by CG accordingly.</p>	
5	<p><b>MATTERS ARISING NOT REFERRED TO ELSEWHERE</b></p> <p>5.1 Pupil survey (see item 10). This had not progressed as planned. SFS and PD would meet and take this forward with speed.</p> <p>5.2 Draft terms of reference and annual plan. It was agreed this would be revisited by SB CG and SFS ready for the September FGB meeting.</p> <p>5.3 Feedback from year 11 parents' evening. <b>Was there a parents' questionnaire?</b> No. In discussion it was suggested not only that more pointed questions linked to the school development plan should be asked of parents and pupils but also reminding parents to complete the parentview survey could be revisited. It was agreed having a base line reference with which to compare future surveys would be beneficial.</p>	<p style="text-align: right;">SFS</p> <p style="text-align: right;">SFS CG SB SFS CG</p>

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6	<p><b>How governors can gain links with the ‘further destinations of PHS pupils and better links with feeder schools.</b></p> <p>Several links between local schools, partnerships of schools, universities and governing bodies had already been made or planned. A governor would produce a report by the end of June on this issue.</p> <p>It was agreed the committee would return to this in the autumn following receipt of the report to consider how to receive information from the different partnerships. The destination data also needed to be found and considered. CG would take this forward.</p>	<p>SB</p> <p>SB CG</p>
7	<p><b>REVIEW OF PASTORAL ARRANGEMENTS</b></p> <p>PD reported that the arrangements had been very successful and the four appointments had been very good.</p> <p><b>How are they finding managing the workload?</b> They work very long hours. <b>Is it sustainable?</b> I think so. They are learning how to be more efficient. To start with the demarcation of roles wasn't clear and this has now been resolved.</p> <p>A governor was able to give good feedback on the working of the system.</p> <p><b>Has there been any measurable impact form last year?</b> Anecdotally year 8 was a difficult year group and in the first term we have data to show that as the year head addressed it quickly, exclusions have reduced.</p> <p>Discussion then took place around the possible benefits of the year heads moving up the school with their pupils to make best use of their bank of knowledge.</p> <p><b>Is it too late to recall the decision?</b> Yes but we will review for next year. We are looking at trying to increase accountability for tutors.</p> <p>Governors agreed they would repeat the question next year but were supportive of the senior leadership team's eventual decision.</p>	
8	<p><b>BEHAVIOUR for LEARNING - EQUALITY and FEELING SAFE</b></p> <p><b>8.1 TERMLY REPORTS</b></p> <p>Governors had already considered the reports and graphs to compare exclusion data for SEN, pupil premium and gender for the last two years, a list of bullying data for 2015/16 indicating whether either pupil premium or SEN and the top 50 achievement and behaviour points by year group.</p> <p><b>What was the reason for the big increase in year 8 exclusions, girls during 2015/16?</b> This was not recalled and it was suggested it may have been a delay in someone going to the Pupil Referral Unit. It accounted for the rise in the pupil premium exclusions as well.</p> <p><b>In autumn 2015 there were a lot of boys in the BLU room.</b> Yes, overall it is mainly boys. We have 6 -10 really challenging boys in years 8 and 10. Year 7 is better. What we are finding is that primary schools manage to manage the behaviour in a way that we cannot here and so these pupils are not on the list the LA has for additional work over the summer.</p> <p><b>A governor noted that in general it looked like numbers were rising more than the previous year.</b> PD agreed she had been stricter but the behaviour had not worsened. It had been noted at the LA that there has been a spike due to increased expectations; however, the secondary school comparisons showed we are low compared to other schools even considering we do not have a</p>	

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<p>specific behaviour unit. PD outlined plans to 'home grow' a behaviour unit using existing resources, specifically for key stage 4 children for a period of time. We hope there will be an impact and it will be based on learning. They will do core subjects, mentoring, sport and it would all properly timetabled. It will be the first port of call before excluding etc.</p> <p><b>Where is the space for it and how will it be funded?</b> Next to the BLU room and next to the learning mentors. In general behaviour has improved so we are now dealing with the highest tariff and the general culture. This can be done by redeploying existing resources. We want a manager and a learning mentor and then coaches and some qualified teachers coming in on a timetabled basis. We need teachers so pupils can see it is a curriculum solution. The PRU will allot 2 places per school; any more would need to be considered at the BAP meeting.</p> <p><b>Will the children who need the staff but do not have behaviour problems still be able to see them?</b> Yes</p> <p><b>Is the awarding of achievement points now consistent?</b> No. Staff use the reward system in different ways. Governors were concerned there was an inconsistency.</p> <p><b>Is it worth continuing with it?</b> There are a number of occasions when it is a powerful tool.</p> <p>A governor reminded all that the school portal would be a secure repository for information and would have this in place by September.</p> <p>PD gave information on secure email system called 'toot toot', to enable pupils to report bullying. The intention was to ask children to use this rather than write a report. <b>Will they be able to access this themselves and without having to go to an adult?</b> Yes. It will feel anonymous but it will not be. Governors were very supportive but expressed concerns about false accusations. We will have to look at that and the investigation will always have to take place. The most exciting thing is it that it will show patterns and we can tackle it in a more structured way.</p> <p><b>Will it start in September?</b> Yes, it is free in the first year then thereafter reasonably cheap.</p> <p><b>8.2 RELATIONSHIP AND SEX EDUCATION</b> The policy and report had been received and considered outlining the delivery of RSE in the life skills department. <b>Is the weekly drop in still happening?</b> Yes. <b>Do we still have counsellors?</b> Yes. Governors wished it be related that it was good to see an overview of what was going on but would like the report next year to include a note of the impact of the work.</p> <p><b>8.3 EQUALITY</b> The Policy and accessibility plan had already been received and considered by governors and these were now confirmed.</p> <p><b>8.4 CHILD PROTECTION</b> Governors had already considered the policy which was on the website. MW</p>	<p>CMC</p> <p>SB CG</p> <p>SB CG</p>

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	<p>had circulated and now also tabled safeguarding report which was accepted. The school wanted to make sure it was immediately obvious that safeguarding was a high priority and was therefore raising its profile.</p> <ul style="list-style-type: none"> <li>• The child protection officer had attended life skills lessons</li> <li>• It was regularly on Patcham news.</li> <li>• Sussex police had given an assembly on radicalisation and this sparked further discussion in groups and tutor time for the following week.</li> <li>• E safety was a big issue for staff and pupils. There had been instances and the school took immediate action, for example a year 8 assembly.</li> <li>• David Rogers would be the new safeguarding lead.</li> </ul> <p><b>How is the relationship with the LADO?</b> Fine and with other LA staff and the multi-agency services hub (MASH). Any issue we don't feel safe with is reported. Any member of staff can contact MASH. Our referral rate has gone through the roof but this is through spotting things early on. The safeguarding log is updated several times during the day and we add to the outcomes.</p> <p><b>Governors recalled sanctioning the purchase of the CPOM system and enquired whether it was to be used as they knew it worked well.</b> It appeared that had not yet proceeded whilst the 'toot toot' system was being investigated. A governor could confirm safeguarding was more visible and there was training in place. They expressed concern about the entrance to the school for visitors and it was confirmed this would be reviewed.</p> <p>The policy was approved subject to being amended as being ratified by this committee and the removal of governors' personal phone numbers. SFS and MW agreed to deliver training on the Prevent programme for governors.</p> <p><b>8.5 STAFF WELFARE and ATTENDANCE</b></p> <p>The headteacher had already provided the annual report which had been considered by governors and the increase in sickness noted. JM informed core teachers were sick, some long term and year 8 had been particularly affected.</p> <p><b>Can you link poor behaviour to teacher absence?</b> Yes, years 8 and 10 have been bearing the brunt as we have been making sure year 11 and year 7 have been staffed.</p> <p>Staff attendance and pupil behaviour are on the agenda for the summer term to see if the items brought in have had an effect. In discussion and upon pressing for reasons why it could not go ahead sooner, a short staff survey was agreed, to be repeated termly, commencing next term.</p>	<p>MW</p> <p>SFS</p> <p>SFS MSD</p>
9	<p><b>BEHAVIOUR AND LEARNING</b></p> <p>It was agreed further information was required to confirm the school self-evaluation. It was agreed that when governors attended governor day they would:</p> <ul style="list-style-type: none"> <li>• Consider that section of the school evaluation to confirm whether they have seen evidence of it.</li> <li>• Consider the communication focus at item 10 below.</li> <li>• Request further information for the next governor day.</li> </ul>	All
10	<b>COMMUNICATION FOCUS</b>	

	<b>DISCUSSION and DECISIONS</b>	<b>Action</b>
	This Term: Students and Student voice Pupil Survey: To what extent are the aims of the behaviour policy met? Governors agreed to meet with PD to take this further.	CG
11	<b>REVIEW PROGRESS on SDP and SFC PRIORITIES</b> In discussion it was confirmed governors were attending the school development plan meetings and focus would be on monitoring the resulting plan. This was likely to focus on high quality teaching and raising aspirations and behaviour. A governor advised one of the foci will be that governors are aware of transition. Governors requested the plan be available for the next full governing body meeting.	SFS
12	What is required before the next meeting? There were no further requirements.	
13	<b>Any other Urgent Business</b> MW was thanked for his work on safeguarding during the year. In the absence of any further business the meeting closed at 19.23	

..... signed ..... dated

	<b>OWNER</b>	<b>ACTION</b>	<b>DUE DATE</b>
3	SB CG	SB follow up corrections to SEN policy CG continue to monitor policy, request assistance as required. CG liaise LM re funding	June Ongoing Ongoing
5.1 10	SFS CG	Liaise PD and set up pupil survey to inform behaviour policy Liaise with PD and governors as required re student voice	16.6
5.2	SFS SB CG	Draft terms of reference and annual plan.	Sept
5.3	SFS CG	Decide questions and take forward parent survey	End June
6	CG	Obtain and review destination school PHS pupil progress data	Sept
6	SB	complete links with other schools report	End June
8.1	CMC	Get portal up and running for all	Sept
8.2	SFS?	Liaise re RSE policy evaluation, feedback	June
8.3	SB CG	Decide how to monitor the policy (see policy) arrange what information is required by whom and when.	FGB
8.4	SFS	Arrange to deliver Prevent training to governors. Liaise MW.	FGB
8.5	SFS CG	Take forward staff survey	Sept
9	All	Visit school re pupil voice and gather evidence re behaviour and learning	June
11	SFS	Co-ordinate governor involvement with SDP... continue	ASAP