

PATCHAM HIGH SCHOOL
GOVERNING BODY

Full Governing Body			
Date/Time:	7 th December 2017 5.30 pm		
Location:	Patcham High School – Library		
Distribution:	FGB and website		
Quorum	8		
Apologies:	Laura Carney (LC) School trip, Natasha Marris (NM) Carmelo Rafelo (CR)		
Present:	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> Governors (voting) Stephen Berry (SB) Di Bonner (DB) Caroline Greenfield (CG) Juliet Greenwood (JG) Sarah Fitzjohn-Scott (SFS) Chair Anthony Lawes (AL) John McKee (JM) Headteacher Mike Sandeman (MSD) Andrew Saunders (ASD) Geoffrey Theobald (GT) Lee Watts (LW) Claire Wilkins (CW) </td> <td style="vertical-align: top; padding-left: 20px;"> Other (Non-voting) Helen Arnold-Jenkins (HAJ) Associate Member Janet Johnson (JJ) Clerk </td> </tr> </table>	Governors (voting) Stephen Berry (SB) Di Bonner (DB) Caroline Greenfield (CG) Juliet Greenwood (JG) Sarah Fitzjohn-Scott (SFS) Chair Anthony Lawes (AL) John McKee (JM) Headteacher Mike Sandeman (MSD) Andrew Saunders (ASD) Geoffrey Theobald (GT) Lee Watts (LW) Claire Wilkins (CW)	Other (Non-voting) Helen Arnold-Jenkins (HAJ) Associate Member Janet Johnson (JJ) Clerk
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ACTION PLAN SUMMARY

Item	Owner	ACTION	Due Date
19.9.17			
3.4	Chairs	Oversee SDP adoption and monitoring and report back	Ongoing
4, 3.1	SFS	Take forward long-term planning and vision monitoring as appropriate	4.11.17
5	All	Review results and SDP and contribute to committee discussion, set up monitoring/feedback arrangements liaising with Committee Chair and school	19.10.17
9	JG	Organise Chairs/strategy meetings and feed back as appropriate.	ongoing
7.12.17			
4.1	SFS	Report Back re long term planning	
5	Chairs	Review work of committee, liaise SLT, JM, JJ and ensure clear timetable of information needed agreed	
5.1	Chairs	Review national data as appropriate	
5.2, 5.3	Chairs	Amend plans and monitoring in the light of Ofsted actions	
6	SFS	Write to Staff	
6	SFS	Liaise as appropriate and with JJ re governance structure	
6	SFS	Liaise with JJ re governor emails/filing	
7.1	DB	Forward finalised pay policy to JJ	
7.2	ALL	Send in Visit reports to JJ, Chairs prepare to review	
7.3	SB LW	Report back with recommendations from training	

MINUTES

	DISCUSSION and DECISION	ACTION
1	INTRODUCTION, WELCOME AND APOLOGIES SFS opened the meeting 17.40 and apologies were considered and noted.	
2	DECLARATIONS OF INTEREST No declarations were made when invited. All could contribute fully throughout.	
3	MINUTES OF LAST MEETING The minutes were agreed to be an accurate record and signed by SFS accordingly.	
4	<p>MATTERS ARISING NOT COVERED ELSEWHERE</p> <p>4.1. A meeting had been attended re long term planning</p> <p>4.2. The plans for the sports hall were to be submitted before Christmas. It was hoped the 4G pitch could be self-financed and fast-tracked.</p> <p>4.3. In discussion MSD was nominated and agreed to take on formal responsibilities only, as Vice Chair; however, the vast majority of support for the Chair and leadership responsibilities were to remain with the Committee Chairs and JG.</p> <p>4.4. School Coats. The school coat had now been part of the uniform arrangements for nearly a term. Governors were invited to make comments and reflect as they wished and to ask questions regarding the school coat and particularly regarding the impact of wearing the coat, the cost, its social cachet and implementation.</p> <p>Can you clarify what happens if a student has their own coat but doesn't wear it in school? Nothing</p> <p>So if someone can't afford it? There is a payments plan, upon emailing the school business manager.</p> <p>Is it simple? Yes, and no one needs to know.</p> <p>Have parents been told about the loan system? Yes</p> <p>Governors recalled being advised of this and informed they were aware some parents had commented they had already bought a coat but now needed the school one. The main reason for its introduction had been to do with equality and encourage attendance by enabling all to feel they belong, as part of the school vision. Was it working?</p> <p>JM informed:</p> <ul style="list-style-type: none"> The school coat had been endorsed by three external agencies: Ofsted, the Poverty Proofing initiative; and Counter Terrorism advisors. Openly being able to display possession of coats, branded or otherwise, was contributing to the feelings of difference: not One Team One Dream, Pride and Respect. Often, pupils, including the disadvantaged would wear no coat rather than bring in their own. <p>Governors recognised this picture.</p> <ul style="list-style-type: none"> The introduction of the coat had seen a reduction in pupils feeling different from others. Many had been bought and were being worn and some had been bought but were not worn. Many pupils and parents had fed back favourably. 	SFS

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	<ul style="list-style-type: none"> The poverty proofing group had explored the issue and reported children were reporting they did not have difficulties with the coat and problems were largely due to parents' grumbling. Poverty proofing also confirmed they could not now identify those in poverty. In addition, at the recent inspection by Ofsted, parents had brought up the issue and Ofsted had said the school coat was the right thing to do. <p>Why didn't you just enforce the rule before? It wasn't right to keep asking pupils to change when going around school. It added to conflict in the school with teachers asking them to take it off. If you go round the school you don't see any child without a school uniform top, much better than in years gone by. I know people don't think it is particularly fashionable; it isn't fashionable to wear a coat.</p> <p>Can we make it compulsory? Should we do that? What difference will making it compulsory have? In discussion it was doubted it would make any practical difference.</p> <p>Several governors knew uniform costs at Patcham were less or comparable to other schools and the coat cost less and was more practical than blazers. They lamented the message coming from those parents that were encouraging pupils not to wear the coat and thought the position may improve if we communicated better.</p> <p>H AJ arrives 17.58</p> <p>How many have been sold? This information is not to hand but certainly at one point they had sold out, years 7 and 8 had them and significant numbers of year 11.</p> <p>Governors had noticed the logo was small and appreciated three types of coat were now available.</p> <p>So what do you say to those parents that say they can only afford one coat? I give them the option of paying by instalments, even when there appears to be evidence to the contrary.</p> <p>What are the costs of uniform elsewhere? These were related and the comparative table would be circulated by SFS.</p> <p>Should we involve the community in choosing it? Governors felt there were already 3 options and the most popular was the mid-priced one but if there were further uniform changes then consultation should be undertaken and that communications should also include more of the rationale behind decisions.</p> <p>Has it made a negative impact on school attendance? No, it has improved.</p> <p>A governor could confirm the negative conversations around the school had reduced considerably and JM stressed that its introduction had made a positive difference.</p> <p>Governors remained firmly of the view that the uniform was good value, best for the school, reinforced poverty proofing and again put forward that it could be compulsory if it would make a difference. They expressed concern that discussion on uniform took time away from learning but felt they could not yet identify the social impact of wearing the school coat and</p>	

	DISCUSSION and DECISION	ACTION
	<p>whether pupils were no longer going outside at lunchtime. They recommended more information, including the rationale and anonymised quotes from pupils, be posted on the website along with a statement from governors and that all should be shared with SFS beforehand. Action?</p>	???
5	<p>HEADTEACHER's REPORT JM tabled a report, which was noted, and requested feedback on the range of information provided. He talked to the report and provided further information:</p> <ul style="list-style-type: none"> • Attendance was up from last year at this time. It was now 95.3% • Difficulties were being encountered in the recruitment of design technology teachers. • School trips had been tightened to ensure better educational value and more advance notice for parents. • Parentview questions were now being asked at every parents' evening. Bullying was being recorded whenever it was mentioned, even if it did not fit the definition. <p>How is Vicki coping with the quadrupled workload in safeguarding? The work is delegated and referred elsewhere but much of the increase is due to more efficient recording. Governors were pleased to note swimming before school had been introduced.</p> <p>5.1 National Data – this item was not taken</p> <p>5.2 Ofsted outcomes</p> <p>The school was graded as Good overall and in all four categories.</p> <p>Governors had already received and considered the report which was now formally accepted. They knew higher standards were required of schools under the October 2017 inspection regime and congratulated the school on their achievements. It was reassuring that the school and governors had in depth knowledge of the school and the inspection had not revealed any surprises.</p> <p>Work had already begun on addressing the next steps identified and additions to the school development plan.</p> <ul style="list-style-type: none"> • Further strengthen evaluation of school improvement • Improve quality of teaching and assessment in science and technology to enable improved outcomes • Improve attendance of disadvantaged pupils and further improve outcomes of disadvantaged pupils. <p>From meeting with inspectors governors were also particularly pleased with the high standard of behaviour for learning, behaviour around the school and lack of bullying that inspectors had found as these were essential for best outcomes. PE and the learning advocates had also been praised.</p>	<p>Committee Chairs</p> <p>Chairs</p> <p>Chairs</p>

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	<p>Minor changes to staffing structure, under £20k, were in hand to strengthen science teaching and continuing the drive for consistency and higher expectations. A governor was of the opinion there was already spare capacity in English and maths. A governor was able to assist with 'growing your own teachers'.</p> <p>5.3 Amendments to SDP - these had not been received but the actions in response to the Ofsted Inspection had been noted as part of the headteacher report.</p> <p>Discussion turned to item 7.</p>	Chairs
6	<p>CHAIR's REPORT Governors had already received the report. It reiterated the outcomes of the visit, prior to Ofsted by Craig Pamphilon the School Partnership Adviser, which had confirmed the school's self-evaluation. He had also commented that the SDP was focussed and pertinent as well as flexible and it was adapted as needed. The report was accepted and governors wished their congratulations to the staff be passed on for the Ofsted outcome. SFS would write to staff.</p> <p>TRAINING and DEVELOPMENT session</p> <ul style="list-style-type: none"> Structure of the FGB Governors considered whether the structure was fit for purpose. In general it was felt it was; however, agreed actions needed to be completed on time; the work of the Resources Committee needed to be more widely known as it had a wide-reaching impact; the work of other committees had an impact on Resources yet numbers attending Resources were declining. It was suggested it might be useful to bring the work within the scope of full governing body but there would not be time within the usual meeting to examine line by line budget headings. SFS would consider further with JJ. Expectations of Governors These were recalled to include checking to see whether policies were working, the SDP fit for purpose and on-track and reporting back with outcomes, judgements (where applicable) and recommendations. There was scope for improvement. All agreed to use visit report forms. Governor Communication Governors considered how their communications with stakeholders could be improved. They knew the school was making changes and bringing in new ideas, such as offering learning walks for parents. How can we be more in touch with parents? In discussion several ideas were put forward and it was agreed strategy group would take it forward. 	<p>SFS</p> <p>SFS JJ/ others</p> <p>JG JJ re gov comms</p>
7	<p>IS SCHOOL IMPROVEMENT ON TRACK? And any policies for approval</p> <p>7.1 COMMITTEES</p> <ul style="list-style-type: none"> Resources. Governors had already received and considered the minutes. The terms of reference would be provided for the next meeting. Was the local authority pay agreement included in the budget? Yes The model pay policy had not yet been amended. 	

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	<p>❖ It was agreed the final 2017/18 pay policy would include pay rates in accordance with the local authority model, amendments as per their adoption guidelines and any changes previously incorporated in the 2016/17 policy.</p> <p>The amended policy would be forwarded to JJ for circulation and the records.</p> <p>❖ The scheme of delegation 2017/18 was approved. There had been no amendments from 2016/17. SFS signed the document.</p> <p>SB informed the local authority would now fund the Schools' Forum and they had the statutory requirement to fund the deficit of the Special Schools. The resulting sum of ~£500k would be reverting to schools, as would £100k from the future capital funding of the new secondary school.</p> <p>Will the new school go ahead? It may but the other schools will not have to pay for it.</p> <p>The minutes were accepted.</p> <ul style="list-style-type: none"> • Teaching Learning and Outcomes The minutes were accepted. • Student Family and Community The minutes were accepted. The amended terms of reference had not been received. <p>7.2 GOVERNORS <i>(if not reported elsewhere)</i> Several governors had conducted a variety of monitoring activities and now reported briefly on these:</p> <ul style="list-style-type: none"> • School Development Plan (SDP) item 4.2. The transition between lunch and lesson 5 had been tracked and observed how pupils went into lessons and stragglers were encouraged. It had been very ordered and encouragement had a clear strategy. • Attendance and Behaviour had been discussed. • Vision had been evidenced at an assembly. • A governor had been 'on patrol' with teachers to observe student behaviour. All students knew and displayed expected behaviours. • Discussion with teacher and able to report there was no unaddressed bullying. The question of whether there were differences by gender had been discussed. • Consistency between two classes visited was confirmed. • The CALM unit had been visited and students had been very proactive in their praise for the unit. It was clear there was a strategy for dealing with students and good methods were in place to accommodate different faiths. • Behaviour in corridors and entering assembly had been excellent. 	<p>DB</p>

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	<ul style="list-style-type: none"> • In a maths lesson less than good behaviour had been immediately challenged • A design technology lesson visited • A learning walk • Vision in practice evidenced by talking to pupils. A year 11 had said there was no bullying. Good mental health was supported. • SDP section 6.1 and 6.2 on a walk around the school pupils were in class and working. <p>No recommendations for consideration at present. Governors were reminded to write up visits and send reports to JJ.</p> <p>HAJ was thanked for joining the staff wellbeing group on behalf of governors.</p> <p>7.3 RECOMMENDATIONS FROM TRAINING CW had completed the induction training and had no recommendations for change. Other governor reports requested. Discussion turned to item 6</p>	<p style="color: red; font-size: 1.5em; margin: 0;">ALL</p> <p style="margin: 0;">SB ASP LW budget</p>
8	<p>ADMISSIONS Governors supported the sending of the letter they had seen requesting an increase in published admission numbers to 225 to enable better provision and to acknowledge the annual phenomena of lower number of enrolments than original take ups. There being no further business the meeting closed 19.50</p>	