

**PATCHAM HIGH SCHOOL  
GOVERNING BODY**

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| <b>Meeting of:</b>   | <b>Student Family and Community Committee</b>  |
| <b>Date/Time:</b>    | 9 <sup>th</sup> November 2017 5pm  |
| <b>Location:</b>     | Patcham High School – Conference Room  |
| <b>Distribution:</b> | Governors, Penny Denman, Linsey McGill, Sarah Davies   |
| <b>Quorum:</b>       | 3  |
| <b>Present:</b>      | Members of the Governing Body (voting)<br>Sarah Fitzjohn-Scott (SFS)<br>Helen Arnold-Jenkins (HAJ)<br>Caroline Greenfield (CG) Chair of Committee<br>Mike Sandeman (MSD) Vice Chair of Committee<br>Claire Wilkins (CW)<br>Natasha Marris (NM)<br>Other (non-voting)<br>Janet Johnson (JJ)<br>Sarah Davies (SD) Director of English<br>Penny Denman (PD) Assistant Headteacher<br>Linsey McGill (LM) SENCO |

**MINUTES**

|   | <b>DISCUSSION and DECISION</b>   | <b>ACTION</b> |
|---|--|---------------|
| 1 | <b>WELCOME, APOLOGIES and DECLARATION OF INTEREST</b><br>Note: This meeting took place the day following a s5 inspection from Ofsted. Staff had yet to be informed of the outcome.<br>CG opened the meeting and the absences of Andrew Saunders and Stephen Berry were noted. [clerk note: late email apologies had been sent but not received.] SD introduced herself and following thanks for her contribution to the work at the school and during the Ofsted inspection, left. 5.07<br>No declarations of interest in items on the agenda were made. |               |
| 2 | <b>CHAIRING THE COMMITTEE</b> CG would continue as Chair with MSD as Vice Chair. Discussion turned to item 12.   |               |
| 3 | <b>MINUTES OF LAST MEETING</b><br>Subject to clarifying at item 5.1 to whom the Heads of Year reported, the minutes were agreed to be an accurate record and signed by CG accordingly.   |               |
| 4 | <b>MATTERS ARISING</b><br>SFS would take any school partnership advisor reports to full governing body.<br>CG would follow up any outstanding items.   | SFS<br>CG     |
| 5 | <b>SCHOOL DEVELOPMENT PLAN</b><br>Governors agreed how the plan for the SFC sections would be monitored and by whom. In discussion strategic use of the governor day was agreed and SFS would take forward to the headteacher the requests and he would then produce the schedules for attending   | ALL           |

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|   | governors. The method of recording findings and reporting back was discussed and SFS shared the new feedback report that was being introduced. JJ would receive the completed forms.  |               |
| 6 | <b>TERMS OF REFERENCE</b><br>This item was deferred in ASD's absence.   | ASD/CG        |
| 7 | <b>PERSONAL DEVELOPMENT</b><br>This item related to careers, apprenticeships and links with destinations and it was agreed this would be monitored via the school development plan.   |               |
| 8 | <b>ATTENDANCE</b><br>Disadvantaged students report – This item was not taken.<br>Attendance was taken at 9.3  | CG            |
| 9 | <p><b>BEHAVIOUR</b></p> <p>9.1 PD tabled an up-date which was accepted.<br/>Conduct was compared with the previous year to date. Behaviour points had dropped.<br/><b>Is it due to changes in issuing behaviour points?</b> No behaviour is improving but achievement points are still not part of the routine of all staff.<br/><b>Re lessons late, are they throughout the day?</b> Yes. They don't get a behaviour point if they are late, they get a lesson late. All the year heads have introduced a detention if they are late twice a week.<br/><b>Is it having an impact?</b> Too soon to say yet.<br/><b>The late data, has that shown an improvement since the morning handshake was introduced?</b> Yes.<br/>PD informed punctuality was one of her targets this year and the data would be reviewed.<br/>Would you consider rewards for good punctuality? Maybe.<br/><b>Is there anything specific happening with year 10, as their data is worse across the conduct areas?</b></p> <p>There are some difficulties with them; you will recall they were difficult when they were in year 8. A member of staff who had previously had good impact with them had been assigned to them.</p> <p>9.2 Exclusions had reduced and The Bridge has helped but it is suiting some children more than others.</p> <p>9.3 Attendance had been affected by the two week holiday initiative. The day before had had particularly bad attendance and the school was now asking for medical evidence of any sickness claimed. The impact of the recently introduced pupil premium advocates was yet to be seen. They are reporting to the attendance delivery unit (ADU) fortnightly to account for their data.<br/>A governor commented that it seemed as though it was having a good impact for safeguarding.<br/>CG would check with the Infant and Junior Schools re their fining policy.<br/><b>Can you do anything about a repeat offender?</b> PD explained the system.<br/>Governors supported the principles behind fining and noted the accuracy of the registers was improving. They were shocked to</p> | CG            |

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|    | <p>discover there had been a problem with missing registers and emphasised strongly this needed to be addressed as a priority and wanted to know what was being done. PD informed all teachers were now on patrol and were sent to any lesson where a register had not been received.</p> <p>A governor could confirm this was being done and had received a high profile.</p> <p><b>Does the truancy email have an impact?</b> Yes.</p> <p><b>Is there a place for further training on SIMS for Gail and Tracy?</b> Yes.</p> <p>9.4 The Bridge. The unit so far had been more successful for the more vulnerable than the more challenging.</p> <p><b>What is the maximum number?</b> No maximum, we are working on 6&amp;7 but we need to keep on adapting what we are doing.</p> <p><b>Do they have breakfast?</b> Yes but at lunchtime they go back to the main school. Governors had not thought that would be the case and suggested an alternative which PD would consider.</p> <p><b>Do you put together case studies?</b> We will in time.</p> <p><b>Have you found that in some cases those that have been in for a few days reintegrate?</b> We have been expecting them to be there longer. Governors were keen to ensure support for the lead teacher at the Bridge and requested the planned attendance of the deputy headteacher took place as soon as possible.</p> <p><b>Do they do some artwork too?</b> Not from specialist teachers.</p> <p>9.5 Students with medical conditions. It was noted numbers had increased.</p> <p>Was the increase presenting any challenges? No.</p> <p>PD was thanked for her input and left 18.30</p> <p>9.6 Student survey<br/>MSD and CW would take this forward. See also item 10. Discussion turned to item 3.</p> | <p>CG</p> <p>MSD CW</p> |
| 10 | <p><b>WELFARE</b></p> <p>The safe and well at school survey usually took place in Anti Bullying week in November. CG would follow up with the student survey and the Ofsted pupil survey.</p>  | CG                      |
| 11 | <p><b>PARTNERSHIP AND COMMUNITY</b></p> <p>In discussion about the current views of the community governors recalled there had been disturbing incidents involving young people, not necessarily with links with the school, in the community. Whilst it was agreed there was currently a tendency, however incorrectly, to place responsibility on schools, they did have the responsibility to help pupils become better citizens by education. Governors wanted to know what could be done. SFS would take this forward and it was noted a project with U3A (University of the 3<sup>rd</sup> age) was already underway re the Peace Gardens.</p>   | SFS                     |
| 12 | <p><b>SEN – Is the policy effective ?</b></p> <p>12.1 LM had already provided the policy, departmental overview, GCSE results and progress data and overview of pupils seen by the</p>   |                         |

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| <p>primary mental health worker (PMHW).<br/>LM was requested to remove reference to the Rights Respecting sections, amend references to student premium, check the responsibilities sections, update references to year group leader to head of year and add supporting pupils with medical conditions to the linked policies.</p> <p><b>When should we use SEN and when SEND?</b> There are some fine distinctions but they are usually interchangeable.<br/>NM arrives 17.07</p> <p>12.2 LM now took questions<br/><b>Do you have any challenges with any children new to school for whom changes have had to be made?</b> 2 children are non-attenders and we have had to review how to support their learning. We are working with the college of self-managed learning and the local authority are happy to pay for their learning there. We are also looking at reviewing the staffing structure/hours to provide more flexible support. It has taken a long time to negotiate with the college for assessment /progress information but we need to see the impact of what we are paying for. Another child has high needs, the parents have been completely involved and the child is happy, thriving and popular.</p> <p><b>Have you arranged it so the classes are accessible for the pupil?</b><br/>Yes as much as possible. It has been a learning curve and we have had to be resourceful.</p> <p><b>Is it consuming a lot of time and resources from your department?</b><br/>No. We receive full funding and any building adaptations have been paid for. The teaching assistants are more confident with the personal support.</p> <p><b>Is there anything that is difficult in managing the education?</b> Frequent illness. Targets will be difficult to achieve. The school benefits from being inclusive.</p> <p><b>Re the itemised interventions, what time period does it cover?</b> A year.</p> <p><b>Under main source of intervention (dash) what is that?</b> That means we are working with the parent to work with the child.</p> <p><b>At the bottom of sheet 1 where it says no contact, what does this mean?</b> This is where they have initiated contact but haven't followed through, we then keep an eye on it.</p> <p><b>Is the young person supported aside from contact with the parent?</b><br/>It flags up some key areas for example there was a high level of year 7s so we brought forward the Social and Emotional drop in.</p> <p><b>Was it well attended?</b> No but it was worthwhile and there will now be a table at every parents' evening, with leaflets. 35% of the pupils were seen were disadvantaged and 37% SEND, 25% both. The highest areas of concern were anxiety and life event. This will inform the groups CALM can run around bereavement and separation so we can target resources.<br/>SFS arrives 17.16</p> <p>12.3 Outcomes from last year 11.<br/>LM showed outcomes improved each year, the gap diminished and</p> |        |

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|    | <p>the target intervention improved. We aim to continue the improvement and we have developed our interventions and our in-house assessments. We are doing far more screening in house.<br/> <b>Has it helped being on SLT?</b> I find it really interesting and it has been beneficial for the children.<br/> <b>Has it had an impact on your leadership?</b> Yes.</p> <p>There were no further questions.<br/> ❖ The SEN Policy was approved</p> <p>The SEN link governor thanked LM for all her work.</p> <p>LM informed she was also now the staff welfare link and the school would be the first to use a new system.</p> <p>Note this meeting was held just after a visit from Ofsted inspection when progress had been fully considered.</p> <p>LM leaves 17.40<br/> Discussion turned to item 9.</p> | CG            |
| 13 | <p><b>RSE – Is policy effective?</b><br/> The report and policy had not been received. In discussion it was decided to request an overview of the safe and well and school survey results with a focus on the RSE elements. CG would take that forward and it was to be an item on the next agenda.</p>  | CG            |
| 14 | <p><b>STAKEHOLDER VIEWS</b><br/> This had been covered under previous items.</p>   |               |
| 15 | <p><b>DATE OF NEXT MEETING AND REQUIREMENTS</b><br/> The dates were confirmed.</p>   |               |
| 16 | <p><b>ANY OTHER URGENT BUSINESS</b><br/> There being no further business, the meeting closed 19.20</p>   |               |

.....signature noted in minutes..... Signed .....

**Dated**

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| <b>ITEM</b> | <b>OWNER</b> | <b>ACTION</b>   | <b>DUE DATE</b> |
|-------------|--------------|---|-----------------|
| 4           | SFS          | Take Spa reports to FGB   | 30.11.17        |
| 4           | CG           | Follow up any outstanding actions from previous meeting if still appropriate  | 30.11.17        |
| 5           | ALL          | Consider your intended actions on governor day, questions to ask and how you would feed back. If you have any query, contact CG SFS or JJ | 20.11.17        |
| 6           | ASD CG       | Review TOR in line with Ofsted area   | 29.11.17        |
| 8           | CG           | Take action as appropriate re disadvantaged report  |                 |
| 9           | CG           | Take action as appropriate re registers   | 24.11.17        |
| 9,10        | CG MSD<br>CW | Take forward pupil surveys. Liaise JJ re GB pupil survey.   | ongoing         |
| 11          | SFS          | Take forward GB community involvement   | 7.12.17         |
| 12          | CG           | Take forward repeat staff survey  | Next mtg        |
| 13          | CG           | Request information to review RSE policy effectiveness  | Next mtg        |