



	Teaching Learning and Outcomes Meeting
Date/Time:	12 th May 2016 5.30 pm
Location:	Patcham High School – Meeting Room
Distribution:	Curriculum Committee, M Newman, M Warner, FGB, Website (following approval at next meeting)
Quorum	3
Present:	Governors (voting): Natasha Marris (NM) Andrew Saunders (ASD) Chair of Committee Laura Carney (LC) Juliet Greenwood (JG) Anthony Craggs (AC) Other (non voting): Mike Newman (MN) Deputy Headteacher Mark Warner (MW) Assistant Headteacher Jamie Guiver (JGV) Sociology lead teacher Janet Johnson (JJ) Clerk to Governors

MINUTES

	DISCUSSION AND DECISIONS	ACTIONS
1	WELCOME ASD opened the meeting and thanked everyone for attending. Sally Palfrey's absence was noted.	
2	DECLARATION OF INTEREST No new declarations were made when invited. No withdrawals from the discussion were required.	
3	PRESENTATION: SOCIOLOGY JGV tabled a document which he then talked to briefly outlining the background to his input and the progress and attainment of year 11s by cohort for the last three years and predictions for the next three. Progress and attainment by groups was not given. Further information was given: <ul style="list-style-type: none"> • The first cohort he had taught, which had coincided with the change in exams from modular to linear, had disappointing results. • JGV swiftly embarked upon a programme of CPD, sought advice from colleagues, had coaching and liaised re best practice from a local school. • More exam practice was required and lessons were changed. Improvement in results followed. • Now those not making progress are not making the progress in other subjects either. 	

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	<ul style="list-style-type: none"> • An additional teacher was teaching this year and JG was continuing with CPD. • Topics covered were: Studying Society, Families and Education (unit 1); Crime and Deviance, Mass Media, Power and Social Inequality (unit 2). • The new GCSE starts in 2017 • JGV also teaches life skills (non examinable). <p>JG and AC arrive 17.38</p> <p>Why do you expect results to drop in 17/18? It is the cohort as the subject is attracting a greater range of abilities.</p> <p>Does it count as humanity? No.</p> <p>Is the assessment all exams? Yes; however, the exam board recommends students do some research, which we do.</p> <p>Are you expecting the teacher who has taken on the extra work to be long term? It depends how many students take up the subject. It does help having someone else to share the load and ideas and they are a sociology graduate.</p> <p>How do you keep an eye on what goes on in the lessons? We meet regularly and we have done some moderation.</p> <p>Have you taken any opportunities to do some peer observations? This is planned, I have popped in.</p> <p>Do all pupils have the level of literacy skills needed for the subject? No but many do and a lot carry on with the subject at A level.</p> <p>The predicted jump to 85% A*-C is high – how come? It is likely to come down a bit – it is a reflection of the cohort. The 56% for this year is conservative.</p> <p>JGV was thanked and left 17.49</p>	
4	<p>MINUTES OF LAST MEETING</p> <p>Subject to the clarification that the first stage of the GRIT initiative was almost complete, the minutes were agreed to be an accurate record and signed by ASD accordingly.</p>	
5	<p>MATTERS ARISING NOT REFERRED TO ELSEWHERE</p> <p>It was noted the standard of sporting ability for A* PE claimed had been unsubstantiated.</p> <p>Is the switch of exam board for PE now obsolete? Yes, it is likely to be BTec in future years. Fewer are choosing PE.</p>	
6	<p>CORE SUBJECTS UPDATE (developments in key areas)</p> <p>6.1 MN advised that due to workloads as a result of staffing pressures the subject summaries were not available. He then elucidated these.</p> <p>6.2 The maths department in particular were in a difficult situation. Governors were concerned and went on to check the cover arrangements for all groups and how reparations would be made for those classes affected when the department returned to at least fully staffed in September. They were pleased to note innovative approaches such as using a key stage 2 teacher to coach the year 7s and carry out some catch up premium work.</p> <p>Will it have a direct impact on GCSEs? They have been prioritised</p> <p>What about the year 9s? Year 8 has been the most impact and for</p>	



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	<p>year10 a couple of classes have had to share teachers. Have you had complaints from parents? Yes. Have we been unlucky? Yes, not all Brighton and Hove schools have had the difficulties. What are the reasons for leaving? Varied. Once this year is over will the Head of department have less of a pressured timetable? Yes, plans are in place.</p> <p>Governors suggested the school explore options for the retention of the right staff, acknowledging there may be an initial cost and an effect on other departments.</p> <p>6.3 In English, there was an acting head of department. MN considered there was strength and depth in the department but some difficulties with numbers. Would you consider getting a year's contract NQT? That is what we are doing. Governors satisfied themselves good cover had been arranged.</p> <p>6.4 The news from science was good. All were in post. In discussion governors checked there was sustained improvement in quality of teaching and the responsibilities assigned to a lead practitioner and those with TLRs. Are there any lead practitioners outside of the core subjects? No.</p> <p>6.5 Discussion moved to other subjects (geography and technology also had staffing pressures which were being resolved) and to leadership changes. A governor informed staff would appreciate being up-dated as to plans going forward.</p> <p>Governors commented on the flexibility afforded at the school by having adaptable and versatile teachers and praised all those involved in the efforts to continue to ensure best outcomes. The staffing issues would be discussed at the Steering Group the following week.</p>	<p>ASD</p>
7	<p>KEY STAGE 4 OPTIONS MN tabled the options allocations for 2016 plus comparative figures for 2011-16. It was in a format seen before and was accepted. He now advised:</p> <ul style="list-style-type: none"> • Ebacc numbers had been increasing despite it not being mandatory. • There was over demand for resistant materials and this was being managed by discussions with parents and pupils. • The huge jump in history and the decline in geography was attributed to staffing difficulties in year 8. • Languages overall were more popular and Latin now needed another teacher. • Students were now more directed towards either computer science or Info tech depending on their ability. 	



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	<p>Was the increase in German as a consequence of what is happening in years 7 and 8? No.</p> <p>How common is it to find teachers with the ability to teach both history and geography? Quite common.</p> <p>Should we continue to try and get someone to teach both - have you done an audit of staff's other subjects? No.</p> <p>Have the twilight classes generally been a success? Yes, in terms of recruitment and outcomes yes</p> <p>Is there any dropout? Very little from music, drama or Latin but it was huge from art because of the workload so it was dropped.</p> <p>What are the vocational options? In year 9 we do a booster English and maths core learning then from Easter in year 9 as city College have renewed their offer, they can do level 1 or 2 there in either engineering or hair and barbering. Plumpton college is also available for small animal care and equine studies.</p> <p>Governors agreed it would be difficult to timetable with the fluctuations in history and were concerned for the workload of the Drama teacher. They were reminded that twilight classes were part of teachers' timetables and another drama teacher would share some of the load.</p>	
8	<p>REVIEW OF ATTAINMENT /PROGRESS DATA.</p> <p>Does progress and attainment meet governors' vision?</p> <p>Do school/governor plans need to change to ensure good progress across the school and subjects as well as focus on the disadvantaged and most able? This was not discussed.</p> <p>MN tabled a document titled Assessment without levels, 4matrix system which was also discussed at agenda items 9 and 11.1. He then went on to explain the current position of its development and implementation and produced data summaries for years 9,10 and 11 in key areas. Governors could see it provided a system of both formative and summative assessment. They were concerned to check the work involved would be beneficial.</p> <p>Do you have any concerns with the data? Yes for maths. There are lots of predictions and although not alarming, these are likely not to be robust given the turbulence.</p> <p>How come the predictions do not reflect the turbulence? They [staff] are working hard and trying their best.</p> <p>Governors recalled the maths prediction was going to be the last mock exam results. MN advised the Head of Department had done an enormous amount of work since the mock and targeting those at level D in particular for extra lessons. If it was based on the mock the A* to C would be 58%. The prediction was 71% so it was likely to be between the two. Progress was likely to be affected by the prior attainment for that cohort being based on teacher assessment. The English figures based on the mock were 68% and final prediction 79%.</p>	ASD



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	<p>The figures for year 10 appeared to drop significantly; however, this was because a C+ grade would now be required to make the level 5 grade required to 'pass'.</p> <p>Going forward, with the change in assessment in year 6 it was acknowledged prior attainment would continue to be difficult to gauge.</p> <p>Governors had further questions and these were requested to be directed to ASD who would take them up with MN and report back.</p>	ALL COMMITTEE
9	<p>TEACHING AND LEARNING DEVELOPMENTS/school development plan</p> <p>The major development in this area was the development of an appropriate and workable system of assessment in key stage 3 as mentioned previously. It formed part of the school development plan. The system needed:</p> <ul style="list-style-type: none"> • To show the areas and to what degree understanding was strong. • Some kind of summative assessment so security of understanding could be checked half-termly. • To provide a method to predict outcomes later on. • Provide a framework to assess progress. These would be coded as 'emerging' 'developing' 'secure' 'mastered' or 'not accessing'. <p>The school had been working with 4matrix to develop the programme and has bought into it. The national curriculum is broken down to lessons and their learning objectives. Staff edit the planning sheet and it is all shown on a spreadsheet. Those subjects with robust schemes of work already should find the task straightforward and MN would continue to meet with the heads of departments. Governors could see it would force consistency across the school and would be robust. Each learning objective is weighted against the attainment target. This will also give an outcome and from there on the progress will be predicted to give a GCSE grade. It will be easy to see which areas need revisiting and predictions will be based at the working at level so would be so much more robust.</p> <p>Will there be moderation? In lessons there will be teaching and learning objectives and teachers will arrange an appropriate assessment to check that. The assessment would be common to the whole department. MW added it would take time to get the consistency.</p> <p>Are people getting extra time to do this? No; however more time will be freed as the year 11 will be leaving.</p> <p>MW informed they were yet to have definitions of the various standards and staff would welcome a curriculum development inset day.</p>	
10	<p>OTHER CURRENT ISSUES</p> <p>There were no other issues.</p>	
11	<p>SCHOOL DEVELOPMENT PLAN –</p> <p>11.1 Review Progress against plan and committee priorities</p> <p>Progress with the plan in connection with developing assessment</p>	

	DISCUSSION AND DECISIONS	ACTIONS
	<p>without levels was on track.</p> <p>11.2 Agree governor involvement with plan 16/17. This was not discussed.</p> <p>11.3 Review effectiveness of committee and Terms of reference ready for FGB approval in autumn This was not discussed.</p>	<p>ASD</p> <p>ASD</p>
12	<p>ANY OTHER URGENT BUSINESS</p> <p>It was agreed meetings would be at 5pm in future. ASD thanked everyone for their hard work and there being no further questions the meeting closed at 19.36</p>	<p>ASD</p>

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