

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

Meeting of:	Teaching Learning and Outcomes Committee
Date/Time:	25 th May 2017 5pm
Location:	Patcham High School – Meeting Room
Distribution:	Teaching Learning and Outcomes Committee, M Newman, M Warner, Josie Hall, Full Governing Body and Website following approval at next meeting.
Quorum:	3
Present:	Members of Governing Body (voting) Helen Arnold-Jenkins (HAJ) Laura Carney (LC) Caroline Greenfield (CG) Natasha Marris (NM) Andrew Saunders (ASD) Chair of Committee Lee Watts (LW) Other (non-voting) Josie Hall (JH) Director of Science, observer Janet Johnson (JJ) Clerk to the Governors Mike Newman (MN) Deputy Headteacher Mark Warner (MW) Deputy Headteacher
Apologies:	Juliet Greenwood (JG) – noted Anthony Craggs (AC) - noted

SUMMARY ACTIONS

ITEM	OWNER	ACTIONS	DUE DATE
4	JG	Arrange for completion of actions carried forward from previous meetings	27.6.17
5	ASD	Liaising with MSD, SFS, CG and JM as appropriate, take forward staff survey	
8.3 11	ASD	Decide on format/KPIs for subject reports. Liaise SLT to set up system and timetable.	FGB. Sept?
10.1	ASD	Review governor input to and monitoring and reporting back of school development plan (TLO). Arrange training as required.	
10.2	ASD	Take forward IRIS refund as appropriate	
6 11	ASD	Set up action plan, including timescales to achieve: Liaise MN/SLT/other governors as appropriate and agree stakeholder information needed to inform future strategic decisions within TLO remit. Discover information already easily available and decide how and when to obtain the rest.	
11	JJ	Take TOR to FGB	
14	ASD	Arrange presentation for next meeting	
15	ASD	Pass on appreciation for service.	

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MINUTES

	DISCUSSION AND DECISIONS	ACTIONS
1	<p>WELCOME AND APOLOGIES ASD opened the meeting. It was noted the number of committee members were reducing. JG had sent her apologies and AC was expected to have travel difficulties.</p>	
2	<p>DECLARATION OF INTEREST No new declarations were made when invited. All governors and the associate member could take full part in the discussion and vote.</p>	
3	<p>MINUTES OF MEETING 2.2.17 The minutes of the meeting were agreed to be an accurate record subject to replacing 'exemplar' with 'example' at item 8 and 'in this area' with 'with the European Computer Driving Licence' at item 11. The amended minutes were signed by ASD accordingly.</p>	
4	<p>MATTERS ARISING NOT REFERRED TO ELSEWHERE ON THE AGENDA JG had requested her action be carried forward and this was agreed. It was noted members of staff were still asking for results from the staff survey and it was agreed ASD would take this forward with Mike Sandeman. LW had attended governor induction. There were no recommendations for change. All other actions had either been completed or were covered elsewhere.</p>	<p>JG ASD</p>
5	<p>SCIENCE JH tabled the science up-date report which included: staffing; GCSE results; progress; predictions including A* -A; actions during the year and forthcoming changes. This was accepted and she showed governors the expensive science books that were needed. Further information was provided:</p> <ul style="list-style-type: none"> • Concepts that used to be taught in year 11 were now taught in year 8 • There were still queries regarding how the new double award would affect progress 8. • More students were doing further additional science than last year so the percentage achieving the higher grades was predicted to be lower. • The online text book was being used. • Year 9 all have science at the same time which gives more flexibility. <p>How comfortable are you with the level of staffing? A newly qualified teacher who had been training at the school has been appointed on a 1 year contract to enable early advertisement next year with a view to obtaining a wider field. A new technician had also been appointed. We are likely to be looking for 2 staff for September 2018 so we are thinking ahead and pursuing different options. Governors noted having differing holiday dates from neighbouring authorities was a factor for retention. Is it just a trial? It is for two years. Are staff in place to cover all year group lessons in view of staff</p>	

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	<p>changes? Yes. Has being included with the senior leadership team been beneficial? Yes, it makes it clearer and easier to work with other subject areas. Do you feel systems are in place for pupils to raise queries with teaching? I get this from a number of sources, we want feedback but it needs to be appropriate and relevant. JH was thanked for her report.</p>	
6	<p>STAKEHOLDER VIEW JJ had provided advice on the strategic importance of having mechanisms to listen understand and respond to stakeholder view. There were no new reports to consider and it was agreed this would be discussed further at item 11.</p>	
7	<p>POORER ATTAINING SUBJECTS Governors had already received and considered a report on action areas to improve outcomes to move to 'outstanding' and MN now tabled confidential reports. These included an overview and graphs showing a comparison of predicted outcomes and working at grades for year 11s taking PE, computer science and drama compared with all their other subjects. Further information was provided:</p> <ul style="list-style-type: none"> • The Controlled Assessments in computer science had been moderated. Although the course has been changed for next year, this year they had to learn two languages which added to the difficulty and nationally as a subject it is over ½ a grade down on the other subjects. We are now predicting 64% will get C+. Going forward, years 8 and 9 will only be able to take this subject if they are in the top set of maths and science. • PE nationally had a positive residual but ours is -73, quite low. The predictions are 60% to achieve C+ and working at is just 49%. Only 2 of 35 students are predicted an A despite over half being good attainers. Going forward we have reintroduced BTEC sport. <p>Why do they not predict or get A* in drama? It is subjective and it is down to the last performance. Is it an external examiner? Yes and as it is subjective they may decide the role played by the candidate does not represent a sufficient change from their personality. Are PE predictions low compared with national? Yes. What about other schools, won't it be the same for them? Indeed. Are other schools more selective? Yes. Do you think with the new structure for PE it will change? Yes, it has to, there is a clear message. It was noted PE had been cautious with their predictions but governors recalled they had been looking at this situation for a few years. Is it the teaching or students? Teaching and learning. It was noted when there was a full mix of abilities teaching and learning was more difficult as there was a reduced amount of peer support. Has progress picked up in the geography class that had previously been identified? I am not confident with the predictions I have been given. Will that cause a problem when the results come through? No, but they</p>	

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	will be lower than the very high prediction of 48% A & A*. The reports were accepted.	
8	<p>CORE SUBJECTS UPDATE. [Note this item also included item 13]</p> <p>8.1 MN tabled a one page summary for each of the year groups 11, 10, 9, 8 and 7 showing progress key performance indicators for all sub-groups and subjects. Progress 8 would be added when the results were known. Further information was given:</p> <ul style="list-style-type: none"> • Year 11 data was really optimistic. • We are an inclusive school so if outliers were removed from the data they have a significant effect. These pupils were usually pupil premium. Examples were given to governors satisfaction. • Higher prior attaining boys are improving well. <p>8.2 Why are you trying to be optimistic? This was the data going on their reports but of course the grade boundaries were not known. Teaching had improved so it was likely to be better. Is there anything you wish to draw to our attention? MN advised it gets better for our targets in years 10 and 9. The year 10 cohort had few high or low prior attainers and year 9 had 47% high prior attainers so the latter might be problematic in terms of progress.</p> <p>8.3 Governors were aware that in common with other schools, this year's predictions should not be relied upon. In discussion it was agreed it would be useful to have a fixed format for information for governors in the future and that this should not be burdensome on staff. ASD would take that forward.</p>	ASD
9	<p>CURRICULUM TIME CHANGES</p> <p>Following the changes introduced earlier in the year is there anything to report? No.</p> <p>Where are we on the options for year 8? Year 8 have made their choices and MN was finalising and confirming them.</p> <p>Are there any developments in terms of popularity of subjects? Yes, we have been clear we need 20 for a class to run. We have no subjects at lower than 18. Food technology will not run. Only 9 pupils will need to use their reserve option (not including those opting for food-technology. History and geography were popular.</p> <p>Will there be a big Ebacc uplift? No. All but 15 have an Ebacc subject. Around 38% will have the full Ebacc.</p> <p>Music? They offered music but couldn't run rock school and GCSE music if they were small classes. More have opted for music than the national average for a school of this size. The solution has been to have one big group and run both courses at the same time. The music teacher is confident this can be achieved.</p>	
10	<p>SCHOOL DEVELOPMENT PLAN <i>Is it on track?</i></p> <p>10.1 Reports from Governors There had been no reports from governors.</p> <p>10.2 The school development plan up-dated for May had been received and considered. This committee had overview of priorities 2 and 3. Teaching and Learning.</p>	ASD

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	<p>It was noted item 2.2 was not on track, including regarding an evidence-based practice pilot group.</p> <p>Why? Is that financial or personnel? The funding didn't come through and the staffing restructure created uncertainties.</p> <p>Has IRIS been good value? It has not been as good as expected. The picture and sound quality is not good enough. We offered it last year as a replacement for a lesson observation but in practice it has not been popular and it has not saved time.</p> <p>Whose fault is the quality? The company made a set of checks and we have had 5 people go to them twice to improve but it hasn't caught on. It is also cumbersome moving it from class to class.</p> <p>A governor confirmed it was quite frustrating to use.</p> <p>Governors commented it was a lot of money for something not good – and suggested pressing for some refund. MN informed this had already been attempted to no effect and the system still had some potential.</p> <p>Governors requested further information regarding the commissioning of the system and noted the party involved had since left the school.</p> <p>Outcomes (items 3.1- 3.4) MN advised the next set of reports would change the colour coding and that attendance would be ranked.</p> <p>Why are you still including on reports targets based on key stage 2 results [rather than targets taking into account potential]? Some need to know these and some don't.</p> <p>Governors could feed back that the frequency and format of the reports was very good and the personalised comments were really appreciated.</p> <p>How will attendance be ranked and how will that affect those with medical conditions? This was explained to governors' satisfaction.</p>	ASD
11	<p>EFFECTIVENESS OF COMMITTEE</p> <p>Governors had already considered the terms of reference of the committee and now considered if they had been effective in their work. JJ informed how stakeholder feedback, including from former pupils, could assist in this task but that it needed to be co-ordinated.</p> <p>During the year the committee had reviewed the curriculum which had amended and prioritised in line with funds available and national and local priorities, for example by increasing the time for teaching maths and English.</p> <p>Do we support and challenge you adequately? I need to have this committee as a sounding board and to ratify ideas. You ask the challenging questions.</p> <p>In discussion governors were satisfied they received enough information and were confident their questions were fully answered. MN and ASD would liaise to take forward standardising information. The terms of reference were agreed for FGB approval.</p>	ASD MN JJ
12	<p>DISADVANTAGED STUDENTS <i>up-date</i></p> <p>Governors had already considered the pupil premium report and MN now tabled a document giving further information on the year 11 disadvantaged students, which was accepted.</p> <p>Significant progress had been made during the year and all had their progression routes in place.</p>	
13	<p>PROGRESS CHECK</p> <p>This item was covered at item 8</p>	

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14	<p>CURRICULUM AREAS PRESENTATION for next term At the previous meeting Technology department had been identified to present in the autumn. In discussion it was now considered that a presentation from Natalie Otway, who co-ordinated the widening participation scheme at the school and dealt with all the colleges, employers and universities would be useful. ASD would take forward.</p>	ASD
15	<p>ANY OTHER BUSINESS 15.1 MN informed that the Controlled Assessment outcomes in graphics had not gone well. Should the supply teacher have been better monitored? A lot had been done. 15.2 Governors wanted to record their thanks for the considerable contribution to the school given by Nick Kreel, head of Modern Foreign Languages and former governor, as well as Carol Hobden a very long serving member of staff in the personalised learning department. There being no further business, the meeting closed at 19.07</p>	ASD

..... **signed** **dated**