

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

Meeting of:	Full Governing Body
Date/Time:	19th September 2017 5.30 – 7.30
Location:	Patcham High School – Library
Distribution:	Governing Body M Newman Website
Quorum:	For decisions to be binding at least one half of current governors are required
Present:	<p>Governors (voting) Stephen Berry (SB) Di Bonner (DB) Laura Carney (LC) Sarah Fitzjohn Scott (SFS) Chair of Governors Caroline Greenfield (CG) Juliet Greenwood (JG) Anthony Lawes (AL) John McKee (JM) Headteacher Charles Miller-Cooper (CMC) Carmelo Rafala (CR) Mike Sandeman (MS) Andrew Saunders (ASD) Lee Watts (LW) Claire Wilkins (CW)</p> <p>Other (Non-voting) Helen Arnold-Jenkins (HAJ) Associate Member Janet Johnson (JJ) Clerk Mike Newman (MN) Deputy Headteacher</p>
Apologies:	Natasha Marris (NM) - accepted Geoffrey Theobald (GT) - accepted

MINUTES

	DISCUSSION AND DECISION	ACTION
1	<p>INTRODUCTION JJ opened the meeting and welcomed everyone back for another year. Apologies were considered. No declarations of interest in agenda items were made when invited.</p>	
2	<p>ELECTION - CHAIR of GOVERNORS JJ informed the position of Chair of Governors was for a term of one year. She had received no nominations for the position other than SFS's self-nomination. SFS prepared to withdraw from the meeting but all governors present agreed this would not be necessary and elected her for this, her third term, with thanks. A succession plan would form part of the work of the governing body.</p>	
3	<p>HEADTEACHER REPORT 3.1 The report had already been circulated along with the school development plan 2017/18. In brief, there had been a good start to year, with no budget deficit and a full complement of staff. Results had been</p>	

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	<p>pleasing and areas for future focus continued to be progress, particularly for the disadvantaged and boys, as well as increasing the numbers attaining the higher grades. The vision for the school was to continue to be based on teamwork.</p> <p>3.2 Further information was provided:</p> <ul style="list-style-type: none"> • Parents would be involved in the new key stage 3 assessment and reporting system • The school wanted to move to a position where there was a continuing curriculum rather than a separation between key stages. • The school continued to be all inclusive, even with high needs and the school was adapted as required. • Attendance. There were still absences for holidays despite fining more than before, in addition there were a couple of school refusers in each year group. This was a year group leader priority and some ideas were being considered. • English baccalaureate (Ebacc) subjects take up was now ~45% • Punctuality during the school day had improved. This was considered to be due to the changed meet and greet protocols. • A new system was in place to monitor the pupil premium budget. <p>3.3 Do you have evidence that any attendance initiatives worked well? Individual attention with individual children. There had been home visits of which some didn't work and some did when we adapted the pupil's time table. We are hoping the Bridge will be a doorway back into school for those with behaviour or attendance difficulties. Governors would be invited to the opening of this new, on site education centre.</p> <p>What was the cost? It is part of the PFI agreement and the payment to them has increased by £6k per year. It has been staffed with the best teachers and PE and life skills such as using the kitchen have been timetabled.</p> <p>A governor had already seen it and been impressed with its appearance.</p> <p>Is it legally in the school grounds? Yes.</p> <p>How long will pupils stay there? The range would be days to months.</p> <p>Is it sustainable? Yes.</p> <p>Is the 'no phones' policy consistent across the school with all teachers? Yes, we don't see them and returning staff cannot believe the difference in a year. In addition they are handed over with little fuss if they are caught. CMC arrives 18.09</p> <p>What is the sanction for not wearing the school coat? They don't wear them in anyway.</p> <p>It was suggested it might have been beneficial to have given a higher profile to the introduction of the school coat.</p> <p>Governors were pleased to note the reintroduction of work experience in year 10. Why had it stopped? The cost of health and safety measures. We have managed to put it in place with an enrichment week.</p> <p>Who will run it? Our new careers advisor. Some will be arranged by the school and some by home. There is a local website you can go to.</p> <p>Is there any concern about missing out on lessons? No, we are reintroducing an enrichment week.</p> <p>Will the advocates ensure disadvantaged pupils will have a meaningful place? There is a separate route to ensure they get a very good place and</p>	SFS

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	<p>the learning advocates will be very involved.</p> <p>Has there been a reduction in the number of hours of PE provision? Yes; however, it comes back to them in other years and we have put on extra-curricular activities as well as a £10k budget for coaching. There are also organised sports every lunchtime, trampolining, table tennis and football. The swimming pool is being improved and will be very nice and we hope to get a swimming team.</p> <p>How many year 7s have arrived? All but 2, so 218 have arrived. We were expecting more than that as we had successful appeals but some dropped out. We always seem to get fewer. We can appeal to the schools adjudicator and a governor offered to draft the letter. MN informed this was the first year each year group had over 200 and it was noticeable at lesson change over.</p> <p>Does the canteen cope? Yes very well.</p> <p>The report was accepted. The updated Ofsted guidance would be circulated. Discussion turned to item 5.</p> <p>3.4 School Development Plan JM informed the document had been produced following analysis of the school self-evaluation document and the senior leadership team used it as a working document with updates issued after periodic reviews. Staff had a copy and governors' names were included as before on the document to indicate their areas of monitoring responsibility. Governors would review their areas and consider approval at the appropriate committee meeting.</p>	<p>SFS</p> <p>Chairs</p>
4	<p>GOVERNING BODY ORGANISATION</p> <p>SFS talked to a report that would be circulated.</p> <ul style="list-style-type: none"> • Governors were welcomed back and congratulations were extended to the alumni and staff at the school for all their work. • Anthony Craggs had stepped down from governorship at the end of term and his contribution over many years was acknowledged. • Governors were reminded to include in their work links to the Ofsted outcomes and criteria which would be re-circulated • Governors were invited to contact her should they be interested in the position of Vice Chair and the outcome would be discussed by email. [Clerk note. No nominations for Vice Chair had been received by the clerk] • Work to be attended to in committees would need to prioritise the strategic review of policies and the school development plan. The chairs of committees would meet to confirm which committees would review which policies. • Recommendations regarding membership were made. <p>Governors agreed:</p> <ul style="list-style-type: none"> ❖ Natasha Marris was co-opted to the governing body ❖ Mick Baker, a governor at Dorothy Stringer School was appointed as associate member for a term of one year. The scope of his appointment was to sit on a complaint panel. ❖ To postpone the election for Vice Chair for a short time. 	<p>SFS</p> <p>JJ JJ</p> <p>All SFS</p>

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	<p>No further changes were proposed to committee membership, panel formation, headteacher performance management, remote attendance at meetings or instrument of government. Long term planning would be addressed at a later meeting.</p> <p>This was CMC's last meeting and all heartily agreed that the governing body owed him a debt of gratitude for his work over the years.</p> <p>Discussion reverted to item 3.4</p>	<p>SFS</p> <p>SFS</p>
5	<p>GCSE RESULTS ANALYSIS</p> <p>5.1 Governors had already received and considered the results presentation, the subject breakdown and comparisons over time and a further paper was tabled and accepted.</p> <p>5.2 Further information was provided:</p> <ul style="list-style-type: none"> • More pupils than ever were able to go on to the colleges of their choice and there had been very few surprises in the results overall. Individually there had been some anomalous results, particularly in English and there had been many re-marks. All the English scripts sent in for remarking had been changed so far, including one with a rise of 24 marks. • As expected the Attainment 8 measure would drop and it did, by 0.2. This was a smaller drop than in other local schools. • For the Progress 8 measure it would be difficult to say until 12th October when national comparisons were released. 4 Matrix, the school performance data programme, had the option for schools to declare results so a projection of Progress 8 could be made and ours had gone up. It is a good representative sample, 30-40k pupils. We are still cautious as some pupils did not achieve the grades forecasted which attracted more points. • Success was quite a way above the national average for Ebacc <p>5.3 Governors were shocked with the apparent ineptitude of the exam boards and the possible repercussions for the pupils as well as the school. What is your redress with that in terms of the school and the exam board? We can question the validity of their marking. We need to review it. A governor knew fluctuations across schools had been wide. It was also known markers had to mark questions they were not expecting. Does it disadvantage the disadvantage? We pay for their re-marks. For Progress 8, are you talking about conversions from year 6 SATs? It is from prior attainment. Governors still support pupils studying the subjects that were right for them rather than a slavish requirement to achieve the Ebacc.</p> <p>5.4 English and Maths 74% had achieved this at level 4+ which compared very well locally but at 48% for 5+ is what the school would be judged on and this was not as good although still likely to be above the national average. There is an issue with those sitting the foundation paper and there was also a teaching and learning issue with one class. Some governors had already been in discussion with the school regarding the results for disadvantaged pupils. The indicative progress showed</p>	

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	<p>some improvement, the work of the learning advocates had paid off, but there was still room to improve.</p> <p>A governor noted the results had probably been distorted by a few outliers and this was confirmed. Another governor informed that to redress the results of one outlier 16 great passes from other pupils would have been needed.</p> <p>How many outliers are there? 6, they are for example at -4, which is significant but that said, even including the outliers the results had improved.</p> <p>5.5 Other subjects There had been extensive discussions with governors around lower performing subjects and they were pleased to note this year there had been a big improvement in PE and drama.</p> <p>Computer science and technology still had difficulties. Why? We are still not getting the right pupils to take these subjects and also a lot of the pupils taking resistant materials are disadvantaged. There would be a change in staff and achieving improvements in those subjects would remain a focus.</p> <p>The number of children who had taken double science (excluding those who had taken triple) had reduced. Science had not been improving as quickly as English and maths and so focus was now turning to science, including improving teaching and expectations. The new GCSE content had increased and an extra science lesson had been provided.</p> <p>Are Btecs an option? No.</p> <p>How come you can do a Btec in drama? It is only allowable outside the core subjects.</p> <p>We have moved to Btec PE but these results are on GCSE passes. Have we made the right decision? We would get 100% on Btec. Year 11 have both pathways but year 10 there were only enough for Btec.</p> <p>How many are taking computer science? 33, there are two classes.</p> <p>5.6 Other comments Gender. The gap had widened for 3 years in a row. It wasn't just limited to the boys' traditional subjects but also in maths and English. This was being addressed and improvements in reading were still needed.</p> <p>DB and AL leave 19.04</p> <p>Governors would continue to monitor performance through their subject link areas and the teaching and learning and outcome committee.</p> <p>There were no further questions and MN was thanked for his input and left 19.12.</p> <p>Discussion turned to any other business.</p>	<p>ASD</p> <p>All</p> <p>All</p>
6	<p>ANNUAL DECLARATIONS</p> <p>Governors and associate member handed in their declarations of interest and confirmation of continued eligibility to serve as governor. They also signed to confirm they had reread and would abide by the Code of Conduct, data protection/acceptable use of ICT policy, Keeping Children</p>	

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	Safe in Education part 1 documents included as agenda papers and had exhibited their DBS to the school. AL CG ASD and MSD were requested to apply for a new DBS certificate in accordance with school policy. JJ would follow up any outstanding items and report to Resources committee with the Interest Summary.	JJ GT AL CG ASD MSD
7	MINUTES OF LAST MEETING and MATTERS ARISING These were agreed to be an accurate record and signed by SFS accordingly	JJ
8	ANY OTHER URGENT BUSINESS Then to 8.1 Governors had already details of proposed catchment areas and a governor now gave an up-date on the local admissions group. A further area was likely to come within the Patcham catchment and the outcome was awaited. 8.2 The other item agreed to be discussed, Sports Premises was deferred. Discussion turned to item 4.	SFS/AL
9	DATES OF MEETINGS These were confirmed. JG would organise the additional Chairs' meetings.	JG

signature noted in minutes 7.12.17

ACTION SUMMARY

Item	Owner	Action	Due Date
3.3	SFS	Circulate Ofsted guidance	4.10.17
3.4	Chairs	Oversee SDP adoption and monitoring and report back	Ongoing
4	JJ	Up-date records, files and access	4.10.17
4, 3.1	SFS	Take forward long-term planning and vision monitoring as appropriate	4.11.17
4	SFS	Governor exit procedure	4.10.17
5.5	ASD	Follow up as required	19.10.17
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
6	GT AL CG ASD MSD	Complete documents and send to JJ (Elise if DBS) as appropriate JJ to check and post on website as required	4.10.17 Resources meeting
7	JJ	Distribute and post on website as required	19.10.17
8	SFS/AL	Take forward sports premises as appropriate	
9	JG	Organise Chairs/strategy meetings and feed back as appropriate.	ongoing