

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

Meeting of:	Teaching Learning and Outcomes Committee
Date/Time:	2 nd February 2017 5pm
Location:	Patcham High School – Meeting Room
Distribution:	Teaching Learning and Outcomes Committee, M Newman, M Warner, Rachel Strong
Quorum	3
Present:	Governors (voting) Laura Carney (LC) Natasha Marris (NM) Andrew Saunders (ASD) Chair of Committee Anthony Craggs (AC) Other (non-voting) Mark Warner (MW) Deputy Headteacher Rachel Strong (RS) Maths Director Janet Johnson (JJ) Clerk Mike Newman (MN) Deputy Headteacher

MINUTES

	DISCUSSION and DECISIONS	ACTIONS
1	WELCOME AND APOLOGIES ASD opened the meeting and welcomed RS. Juliet Greenwood had sent her apologies and these were accepted.	
2	DECLARATION OF INTEREST No new declarations were made when invited.	
3	MINUTES OF MEETING The minutes of the meeting 17 th October were agreed to be an accurate record and signed accordingly.	
4	MATTERS ARISING ASD would follow up the reducing teacher workload working group with JG All other items had either been completed or would be discussed elsewhere	ASD/JG
5	MATHS Data tracking being covered elsewhere, governors had other queries of RS. Are you happy with the staffing situation at the moment? It has improved greatly so that now each child has a qualified maths teacher. New NQTS are working well and contributing to the team. The aim is now to have a really good qualified maths teacher and this is on course. Will the new trainee be a permanent member of staff? Yes. Is being a member of the senior leadership team useful? Yes. It is a good platform to bring ideas and concerns and share practice. It is helping professional development and support the department.	

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	<p>MN confirmed the quality of the RAP [progress review] meetings have improved and has speeded change.</p> <p>Outside of the qualified teacher staff, we have heard only positive reports of the role of coaches. Do you agree with this? Yes, we consider they are very valuable. We have changed their focus this year to helping pupil premium pupils. In class they are a valuable asset supporting teachers and one does the catch-up with year 7 which helps. We can now confirm that following transfer provision can continue.</p> <p>Is it an attractive position? They usually move on to teaching and there is a good standard of applicants.</p> <p>What is happening with the disadvantaged? Coaches have been working with every pupil premium child.</p> <p>We are in the lowest 1% for the disadvantaged for Progress 8. Yes we need to focus on them. The continued professional development for the coaches is good.</p> <p>What is the impact on the teaching staff re the new maths exam? How is it going? We have changed style to more problem solving which contributed to last year's improvement. RS then went on to explain in further detail the issue she was currently researching regarding the tier of paper to enter students.</p>	
6	<p>CURRICULUM TIME CHANGES</p> <p>MN reported on developments since the committee met 4.1.17</p> <ul style="list-style-type: none"> • The majority of the heads of curriculum area were aware of the direction but those areas losing time were unsurprisingly disappointed. • Increasing the number of options and moving from twilight sessions was supported. • All agreed the curriculum would be more accessible to the disadvantaged pupils and it was expected the benefits will become more apparent. • The school was now embarking on an affordable option programme. <p>Will music continue to be run? Yes, we are committed to the broad curriculum. It is part of our vision.</p> <p>What is the timetable? 28th March.</p> <p>Will the booklet say that the courses are dependent on numbers? Yes it may need to say examinable rather than specify which exam.</p> <p>Do the option subjects market themselves? Yes.</p>	
7	<p>POORER ATTAINING SUBJECTS</p> <p>Is the improvement plan on target? MN reminded that following the mock exam data each Head of Curriculum area had to report to the senior leadership team and now tabled updates from PE Drama and Geography showing the interventions' progress and impact/measure. .</p> <p>7.1 PE</p> <p>PE has a lot to do, is it moving on? Not from the mock exam results. That said, lots of work has taken place on the practical which is 60% whereas the mock was on the exam side.</p>	

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	<p>Are the outcomes to be improved? Yes, possibly by 15 percentage points but there are very few higher grades.</p> <p>7.2 Drama. Outcomes were likely to rise. The Head of Drama was now focussing on this and there were often two teachers in the GCSE lessons. There has been a good jump since December and all the written work has been completed.</p> <p>7.3 Geography. The mock results were 63% at C+ which is pretty good and they think that will increase by 20%. Do we need to keep real and work on these rather than March mock results? The next set of data at the end of Feb will include the coursework.</p> <p>Were the mock exams in both classes good? Yes. We are also targeting pupil premium.</p> <p>Should we be concerned about any of the progress 8 figures for geography? No. Governors noted 40% had passed at A*-A.</p> <p>7.4 Computer science MN reported results would improve but not by much. 66% passed the mock exam. There was a more able, less diverse cohort. 2 students were being disapplied and will do the European Computer Driving Licence. Girls are not doing as well as the boys. The pupil premium pupils are outperforming the non-pupil premium; however, these were small in number. SEN are struggling and there is no TA support so they have been targeted. After school revision, guides purchased and the course changing is having a positive effect. Brighton and Hove as a whole acknowledge the subject is very difficult and fewer are choosing it as an option.</p> <p>7.5 The key stage four relative performance indicators by subject in 2016 from RAISE online document was tabled by a governor. It showed 9 subjects had significantly good relative performance – the best ever.</p>	
8	<p>CORE SUBJECTS UPDATE</p> <p>8.1 MN informed that at the Progress meeting, progress in English maths and science was reviewed for every class with individual students and different strategies being picked out for each member of staff. The school was working collaboratively with other departments in the city.</p> <p>8.2 Maths. Realistic mock exams had taken place and the results were 63% at grade 4 and 41% at grade 5 and higher. Compared with last year, if anything that is a slight increase. The SLT were satisfied resources were being targeted appropriately.</p> <p>8.3 English. There was a staffing and resourcing issue. The mock exam results were similar to maths with 61% at grade 4+ Example material was still not available for the exams. Every disadvantaged pupil was receiving coaching. Children are turning up to the after school sessions.</p> <p>Is it the same set up as maths in that a certain proportion will get</p>	

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	<p>the grades? Yes. 8.4 Science. There were no vacancies and CPD was continuing. The mocks were rather disappointing so they have now moved to their walking talking model which had seen success previously. The course will finish earlier. Middle ability boys are the issue and there is a 15 point gap between boys and girls. Specifically targeting disadvantaged in years 9,10 and 11. When you move a pupil premium pupil, are they comfortable with it? Yes most of the time they are moving to a teacher where there is a good relationship. The conversation is based on progress.</p>	
9	<p>SCHOOL DEVELOPMENT PLAN MN tabled the up-dated school development plan. Actions from this groups monitoring of the SDP. All governors would check their individual priorities and follow up as appropriate. JG would now take responsibility for 2.2. AC leaves 18.36</p>	ALL JG
10	<p>MOST ABLE/GIFTED AND TALENTED A governor had met with the leads from Patcham High School and Patcham Junior School to discuss joint policy. MW had suggested a policy which had also been discussed with MN. Are you happy with what's happening? We would like to challenge them more in lessons. We are not getting enough A/A* and the level of progress could be better. We are going in the right direction but there are not enough enrichment activities so it needs revisiting. Re identification, maths and reading is either at Age Related Expectations or not for year 6. Do you get the raw score? Yes so we will take the upper quartile. The progress 8 for the high achievers wasn't too bad. The operational High Starters policy was agreed. It would be displayed on the website and governors would continue to monitor and press for improved outcomes for this group.</p>	
11	<p>DISADVANTAGED STUDENTS Aware of the raft of measures recently put into place for this group governors were keen to check on developments, particularly for the 33 in the year 11 cohort. MN had a document with details of each student, their progress and brief case study. How have the new forms shaped up? Very well, because of good preparation by LC and Charlotte Harris. Every day they been having taught sessions and most have engaged very positively with ECDL which most have nearly finished. Their other results have also improved and they are feeling better about themselves. It has been very positive. The problem is with those that are not engaging and brief details of these 5 were given. This would affect the overall progress 8 score even though the rest had an improved progress 8 since December. Each pupil premium child now had an advocate. A governor explained what was involved on a day to day basis and could inform the profile for this group had been raised such that staff were approaching the advocates all the time for up-dates. Going forward the plan is to have advocates working with them</p>	

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	<p>from year 7 but not for separate tutor groups. MW commented that Claire and Tracy deserved praise for all their work in this area. What is the impact on teaching for those who have other duties? It does have an impact. The advocates work to the goal but in future years there will be a need to consider extra time. Learning as we go. RS added that one of the key things was that the effort was now trickling down to teachers. They know pupil premium children's books will be picked up first so they mark them more regularly and the teams talk about it more.</p>	
12	<p>PROGRESS CHECK This had already been covered.</p>	
13	<p>CURRICULUM AREAS PRESENTATION for next term The next presentation would be by Tech department in the autumn term. The science lead would be attending the summer meeting. There being no further business, the meeting closed 19.08</p>	

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