

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

Meeting of:	Teaching Learning and Outcomes Committee
Date/Time:	16 th November 2017 5pm
Location:	Patcham High School – Meeting Room
Distribution:	Teaching Learning and Outcomes Committee, M Newman, R Strong, M Warner, J Hall, N Ottaway, Website
Status:	Confidential until Ofsted report published
Quorum:	3
Present:	Members of Governing Body (voting): Helen Arnold-Jenkins (HAJ) Laura Carney (LC) Caroline Greenfield (CG) Juliet Greenwood (JG) Natasha Marris (NM) Carl Rafala (CR) Andrew Saunders (ASD) Chair of Committee Other (non-voting): Natalie Ottaway (NO) Out of School Learning Opportunities Co-ordinator Mike Newman (MN) Deputy Headteacher Rachel Strong (RS) Director of Maths Mark Warner (MW) Deputy Headteacher Janet Johnson (JJ) Clerk
Apologies:	-

MINUTES

	DISCUSSION AND DECISION	ACTION
1	WELCOME AND APOLOGIES [Note: this meeting was held following the Ofsted Inspection but prior to the publication of the report so findings were confidential to the leadership team and the governing body] ASD opened the meeting 5.10 and extended a warm welcome in particular to those not regularly in attendance at this committee. NO was introduced and discussion turned to item 3.	
2	CHAIRING OF COMMITTEE It was agreed ASD would continue as chair.	
3	DECLARATION OF INTEREST No new declarations of interest were made when invited. All voting members could take full part throughout.	
4	NATALIE OTTAWAY – Year 10 Work Experience NO had been requested to outline to governors work done by the	

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	<p>school to prepare students for the next stages with regard to work and careers. In brief these included:</p> <ul style="list-style-type: none"> • The sponsored £10 challenge was taking place in spring • Year 7 was attending the Big Bang Fair STEM event • The Into University scheme had been extended • Every child had interviews when deciding options • Albion in the community initiative 'Co-Girls', encouraging girls to take up ICT • Sussex university first generation scholars' scheme was now starting at the school in year 9. • The Brighton University scheme now started in year 7 and events were already being booked for spring. • The school had guest speakers regarding post year 11 choices and they also worked with the local medical school. • All parents with children going in to year 9 had been sent a letter about the option of moving to UTC. • Work experience in year 10 had been reinstated. • Assistance with college applications <p>What is the current position regarding work experience? Students are writing to employers now as we want them to have the experience of finding their own placements. In tutor time they have been booked IT sessions and they are researching areas they are interested in and looking at their websites and contacting employers using a template letter. If they cannot find their own Northbrook have many employers. Employers have a health and safety check so there will be a fee.</p> <p>What are the fees? £30 within Brighton and £50 outside.</p> <p>Are all of the employers responsive? What will they be doing? It varies. Many already have planned schemes of work. In discussion governors considered there was merit in even mundane work experience.</p> <p>Do you have interaction with other schools? Yes, I attend the IEJ group at BACA, where careers advisors, colleges and workers discuss what works. The school is paying for extra training for me through an Open University Diploma which is proving useful. JG arrives 17.28</p> <p>How many days do you work? 4 days per week. It was noted the Inspectors had been very complimentary about the school's thinking in this area, the data we had and the low numbers of pupils not moving on to education, employment or training (NEET) as well as the fact that none of the pupils that had completed work experience, e.g. attending part time at Plumpton Agricultural College had been NEET. NO was thanked for her work in this area and for attending outside her usual work day. Discussion returned to item 2.</p>	
5	<p>MINUTES OF MEETING The minutes of the previous meeting were agreed to be an accurate record and signed accordingly.</p>	

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	<p>3 had been a struggle. Initiatives following the demise of levels had been tried and failed as early warnings of the need for intervention were not being generated.</p> <ul style="list-style-type: none"> • Familiarity with the new GCSEs was enabling the rewriting of schemes of work and we needed to ensure assessment was fit for purpose. This differed between subjects so we wanted to share good practice and middle leaders are now being used to do this. Also want to build on reporting to parents. • Computer systems based on key objectives had been trialled; however these required different coding and a simpler system was needed. • A simple ranking system had been chosen that ranked pupils across the cohort and different subjects. Instead of a predicted grade pupils would have one of 5 'flight paths'. A pupil could move between paths. It would enable each department to check they were making the right predictions. Some departments needed more support in bringing this in. • The underpinning data had been examined and using SEN, CATS and Key Stage 2 results a formula for the target grade had been produced which had to be aspirational. <p>RS showed an example report. Governors noted the prediction based on Key Stage 2 results would not be on there.</p> <p>How would you take into account differences in cohort? It includes teacher judgement.</p> <p>Why is it not used for Key Stage 4? It will in time, we will get it right.</p> <p>Will it be in this format this term? Yes. The staff governor commented it could be time consuming. The extra week holiday extra has shifted the deadline so it makes it difficult.</p>	
10	<p>AUGUST 2017 GCSE RESULTS [Note: item 13 was also taken here]</p> <p>10.1 Governors had already received and considered data on the poorer attaining subjects and the action areas to improve outcomes and a key performing indicator report was now tabled. This showed attainment and progress 8 and English and maths standard and strong passes by gender, SEN, disadvantaged and free school meals. A governor also tabled GCSE results by department comparing grades over the last 5 years, 3 year trend and residuals, along with comments.</p> <p>Can you outline the actions?</p> <p>With reference to the data provided MN highlighted boys had on average ½ grade lower in the progress 8 and cored 9.3 lower in attainment 8. The disadvantaged gap compared with 'other all' had halved to -0.45 but the national picture was not yet known. 10.2 The key area was combined science, particularly boys. Triple science entrants performed well and at 28% they account for more than most schools of our type.. It is a teaching and learning issue and an action plan is being put together to address it. The Director of science is being given more time to focus on improvement and recruitment will also take place.</p> <p>Who is the direct line manager? MN. The SDP items have been also</p>	

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	<p>been brought forward.</p> <p>10.3 All technical subject results were poor and a new line manager has been allocated. RS had taken over as head of Tech is confident teaching and learning will improve, focus would be on year 11, especially coursework. The section was one member of staff down; however, the food tech teacher had specialism in resistant materials and graphics and would work full-time. Hope will have some improvement this year.</p> <p>Do you feel you have the capacity to keep going with maths and line manage this? Maths will be prioritised.</p> <p>So why have you been matched? Will you use some of your modelling? Yes and I can provide clear guidelines and basis of lessons. Teachers are already seeking to improve practice by observing other subjects.</p> <p>10.4 Computer science. The inspectors were sympathetic about the results and nationally only 60% had passed. Many schools have dropped the subject. We knew we didn't have the right people in year 11 and this has now been addressed but there is a skills issue and teaching and expectations need to be right. Ofsted were complimentary about our provision in Key Stage 3 to underpin Key Stage 4.</p> <p>Did the pupil premium tutor group work? Attendance improved, exams improved, all of their progress was better. They didn't all do really well but some engaged more. There was no need for such a group this year.</p> <p>10.5 MN tabled a document 'Year 11 outcomes 2017 Outlier impact'. This compared all results with and without 7 outliers for whom brief case studies were provided. Whilst acknowledging the very significant impact the outliers had on the headline data, governors supported the inclusivity of the school, as had Ofsted.</p> <p>The reports were accepted.</p>	
11	<p>PROGRESS UPDATE</p> <p>MN tabled the current year 11 progress and attainment prediction summary which was accepted. He warned it was very optimistic and would be moderated with the mock exams. There were 4 outliers, all non-attenders.</p> <p>When we look at progress and attainment the biggest section is the Ebacc, boys were not doing as well as girls and the disadvantaged not doing as well as the non-disadvantaged.</p>	
12	<p>CURRICULUM UPDATE – 75% of our year 7 cohort to do full EBACC - <i>discussion on the implications.</i></p> <p>NM leaves 18.58. This item was deferred.</p>	ASD
13	<p>UPDATE REGARDING OUTCOMES IN LIGHT OF PUBLISHED DATA</p> <p>This item was included in item 10.</p>	
14	<p>A FRAMEWORK TO FACILITATE DISCUSSIONS – Focus Science and Maths</p> <p>The Wellcome Trust Paper had recently been recirculated amongst</p>	ASD

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	governors and was noted. RS, the way you see maths going forward do you see any of the questions as being a big challenge? We have built a good team, we need to retain them and bring in new blood.	
15	<p>HEAD OF MATHS RS provided a verbal up-date and took questions.</p> <ul style="list-style-type: none"> • Outcomes the main focus was to increase the numbers attaining 5 and teachers had been reallocated. • An additional subject of statistics had been introduced for the top 2 sets but it would be good to have this for all. • Within the department there was greater enrichment, clubs, numeracy in form time had the aim of being in line with DEAR. <p>Which Ebacc basket is statistics? Other. Retainment – why are you more successful? People bought into the vision of maths being a successful department and staff enjoy it. Getting trainee teachers in early when on placement. What is the poaching situation? Are staff committed? It is a difficult one but we try and have lots of trainees. What career opportunities are there? They are interested in the advocate roles and it is beneficial being in a school that is trying to do new things Do coaches and timetabling help? Yes coaches and the help in year 11 is a great support. Maths have had some resources. Might you over employ? It might be considered to retain a good trainee. There being no further questions RS was thanked</p>	
16	<p>HEAD OF SCIENCE In the absence of the Head of Science this item was deferred.</p>	ASD
17	<p>AMANDA SPIELMAN - findings from recent research into the secondary curriculum The paper produced by Ofsted had already been considered. Is there enough breadth of curriculum with a 3 year Key Stage 4? MN responded that Ofsted thought there was. The number of options had increased to 4 and we had some different subjects. We were able to demonstrate depth as well as having a greater foundation for subjects.</p>	ASD
18	<p>CURRICULUM AREAS PRESENTATION for next term These were agreed as science and widening participation in sport.</p>	ASD
19	<p>ANY OTHER BUSINESS There being no further business the meeting closed at 19.10</p>	

..... Signed dated

ITEM	OWNER	ACTIONS	DUE DATE
8.1	JG	Arrange for completion of actions carried forward from previous meetings	27.6.17
6,7, 8.5, 12, 14, 16,17,18	ASD	Take forward as appropriate	