

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

Meeting of:	Teaching Learning and Outcomes Committee
Date/Time:	25 th June 2018 5pm
Location:	Patcham High School – Meeting Room
Distribution:	Teaching Learning and Outcomes Committee, Deputy Headteachers, SENCO and English Director
Quorum:	3 governors or associate members required to be present to enable decisions to be binding. The meeting was quorate throughout.
Present:	Members of Governing Body (voting) Helen Arnold-Jenkins (HAJ) Laura Carney (LC) Andrew Saunders (ASD) Chair of the Committee Other (non-voting) Janet Johnson (JJ) Clerk to Governors Mike Newman (MN) Deputy Headteacher, in attendance Mark Warner (MW) Deputy Headteacher, in attendance
Apologies:	Carmelo Rafala (CR) accepted Natasha Marris (NM) noted

MINUTES

Item no.	DISCUSSION AND DECISIONS	ACTION
1	WELCOME, APOLOGIES and DECLARATION OF INTEREST ASD opened the meeting and apologies were considered. No new declarations of interest were made when invited. All members of the governing body could take full part in the meeting.	
2	CURRICULUM AREAS PRESENTATION: Science update. MW tabled a document showing actions taken and what had been achieved so far and further actions agreed. There had been whole-scale change in staffing. Governors sought reassurance underperformance in the classroom had been addressed and the department was properly staffed. There had been a number of successful actions and it was now easier to see and challenge if routines were not being applied. There would be investment in the new team. Addressing poor teaching would continue and the numbers of teachers taking on the year 11 classes would increase. Governors noted parental feedback and agreed more communication with parents was required. Has delegation improved? Yes. There is a better team and they will be moulded. What was the background of the new lead practitioner? The paper was accepted.	
3	MINUTES OF PREVIOUS MEETING The minutes were agreed to be an accurate record and signed accordingly.	
4	MATTERS ARISING	

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	<p>The workload review for teachers was to be on the agenda for the first meeting next year. All other matters had either been completed or required no further action.</p>	ASD JJ
5	<p>CURRICULUM UPDATE – 75% of pupils to be studying EBacc subjects by 2022?*</p> <p>5.1 Governors had already considered the options take up data which enabled comparisons with previous years. The percentage of the cohort commencing the EBACC had increased from 36% to 44%. The school wanted to increase numbers by making the EBACC an attractive route rather than making it compulsory and had been encouraged by the increasing numbers taking languages over recent years. They believed the curriculum model in year 7 and 8 encouraged take up of languages.</p> <p>5.2 Governors commented a further 30 percentage points were needed to meet the government target and the likelihood was that it would become progressively more difficult to reach.</p> <p>5.3 A governor with experience in the area noted that the Higher and Foundation papers were quite different, writing papers had been introduced and it was difficult to teach mixed ability classes in languages meaning that setting might need to be considered. This would make it difficult to split it across the 4 languages offered. The viability of continuing with German was discussed and it was noted the subject always achieved excellent results but that French was taught most at primary level and holidays appear to be taken in France more than Spain and both more than German. German taster sessions had been given this year in year 6.</p> <p>5.4 It was noted that the governor link to languages had not been effected as expected.</p>	ASD SFS
6	<p>UPDATE ON STAFFING AND CURRICULUM ARRANGEMENTS / OPTIONS FOR 2018/19</p> <p>Further discussion on the Options numbers ensued.</p> <p>6.1 Geography</p> <ul style="list-style-type: none"> • This had increased partly at the expense of history and partly as a result of the EBACC focus. Teachers thought the syllabus was more accessible and it had been ascertained the prior attainment for History was higher. • More year 8s were having the benefit of better teaching. • A lot of work had taken place in getting schemes of work in place and there was a lot of structure in lessons. <p>Governors recalled this had previously been a poorer performing subject and were pleased to note improvements.</p> <p>6.2 Foundation Learning</p> <p>Fewer children this year were in this group. All had SEND and governors were pleased the school had been proactive in commissioning a good course for them at the GB MET college. They will be providing a level 1 Princes Trust course in the morning and in the afternoon vocational tasters.</p> <p>6.3 Design Technology</p> <p>Numbers for this were low and it was not possible to offer Food Tech</p>	

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	<p>or Textiles. Graphics had been reintroduced graphics but was now Art graphics rather than graphic products. There were still 2 groups of resistant materials, which was now known as Design Technology. The take up was all boys and recruitment was still needed. Governors were interested to learn that the SENCO was looking forward to teaching, for this year, the Foundation learners DT with an assistant who would take the practical side.</p> <p>6.4 PE Numbers had increased and not all would be taking the GCSE. It was considered the increase was because that year group enjoyed PE. How many groups will there be? Two and the teachers have all had experience of teaching key stage 4. Dance remained popular and there was a new dance teacher.</p> <p>6.5 Drama and Music Recruitment was still required for Drama. Music numbers were secure at 30. The GCSE course was successful and was taken by way of twilight sessions in addition to the BTEC. The percentage taking music was above the national average.</p> <p>6.6 Computer Science Entrance to this course had been closely monitored and by having IT at the same time on the timetable switching if required would be possible. There were no further comments.</p>	
7	<p>PROGRESS UPDATE, INCLUDING DISADVANTAGED* Governors had already received this information for year 11 which was now accepted. They were well aware data could not be compared with previous years and that predictions could not be reliable. MN informed:</p> <ul style="list-style-type: none"> • The figures were generated at the end of April. Next year it was planned to do 2 full progress checks for year 11 and then request a best guess based on behaviour for learning after the interventions. • The interventions in the holidays and Saturdays had been increased and it has impacted on the grades they have predicted. • Next year it was also expected to have some grade mark schemes. • The demands of science had been significantly increased. Exams had been longer and there were more of them. Overall the exam season had gone very well but the frequency of exams had made it seem relentless. <p>Governors noted it was expected the attainment 8 would decrease but not the progress 8. What was last years' Progress 8 for the disadvantaged group? -0.34 and the year before -0.79 This was now predicted at -0.41 Why is there such a big difference between girls and boys on English progress? Yes. There will be a big focus on this next year; on boys' progress, particularly and across the board. This is partly due to their curriculum choices. Girls do art drama languages and music and they</p>	

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	<p>all do better. But we have known about the gender gap. Yes and it isn't as if work has not been done. Boys in reading and writing especially. For example all through year 11 we have had an intensive reading group. There is a need to improve ability in reading, interrogation and articulation. There is a lot of CPD in this area.</p>	
8	<p>SCHOOL DEVELOPMENT PLAN (TLO Sections) Is it on track? Yes Governor reports re the areas 2.1 and 2.2 were accepted. They confirmed the plan was on track. The plan was being evaluated a new one being drawn up that was broadly similar in objectives but included some changes in actions. The focus remained on the disadvantaged, boys and quality teaching for everyone.</p>	
9	<p>Review of the annual agenda/papers for TLO along with meeting dates for the coming year Governors confirmed their stance not to request data other than that already collected by the school. They invited input as to timings of the meetings. It was agreed JJ would liaise with ASD and MN re dates and ASD would produce the annual agenda including papers/data needed for the coming year, liaising with JJ & MN as appropriate.</p>	ASD (JJ)
10	<p>CURRICULUM AREAS PRESENTATION for next School Year In discussion, DT and humanities were areas for monitoring and ASD would review in due course.</p>	
11	<p>POORER ATTAINING SUBJECTS With reference to the action plan 'get to outstanding' governors considered Item 1: Increasing curriculum time English and Maths had been achieved 2. Focus on boys' attainment and progress etc was ongoing 3. Increased emphasis on disadvantaged etc had been discussed and was ongoing 4/5 Focus on science and maths had been discussed 6. The intervention in computer science and the support had gone well. DT remained under focus. 7. Clear intervention for the low reading age students was being addressed. The advocates are doing a lot of small reading groups and it was ongoing. Is it having an impact? Yes in engagement in the classrooms we want to have it in the exams too. Governors were informed the process would be repeated in year 10.</p>	
12	<p>UPS (UPPER PAY SCALE) RESPONSIBILITIES The applications for UPS responsibilities had previously been discussed and considered by governors. An up-date on implementation was now discussed. In terms of the objectives and the process, has it been introduced for this school year? it was introduced as a reaction to the Ofsted comments. We couldn't implement it until the new appraisal year but if you were applying you did have to apply and provide a portfolio. Has this all been explained to teachers? We had a brief conversation</p>	

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	<p>about a month after Ofsted and at an extended leadership meeting. We need to, at the start of next year, have a longer conversation with the Heads of Curriculum Areas and look at the teachers that may be applying and talk to them.</p> <p>Is minimum of 4 years teaching experience needed? Yes.</p> <p>Is there likely to be resistance? I think it makes it clear what you need to do.</p> <p>Those currently on UPS would have revised appraisal targets to ensure they meet listed requirements.</p>	
13	<p>CONTINUING PROFESSIONAL DEVELOPMENT (CPD) Update MW provided a document listing the CPD available at the school. Governors noted it was rich and varied and enquired as to the most useful. These were: sharing best practice; undertaking an MA/exam training, NPQH, collaborative planning in Curriculum area meetings and time with a mentor.</p>	
14	<p>ANY OTHER BUSINESS</p> <ul style="list-style-type: none"> • LC gave apologies for the full governing body meeting • Effectiveness of the committee would be discussed at the next meeting. <p>There being no further business, the meeting closed 18.52</p>	JJ ASD

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