

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

Meeting of:	Teaching Learning and Outcomes Committee
Date/Time:	13 th November 2018 5.30 pm
Location:	Patcham High School – Meeting Room
Distribution:	Teaching Learning and Outcomes Committee, M Newman, M Warner, Hannah Wells, Ed Hall, Linsey McGill, Governing body, Website
Status:	Confidential/Open
Quorum	3 governors required to be present for decisions to be binding. The meeting was quorate throughout
Present:	Governors (voting) Helen Arnold-Jenkins (HAJ) Laura Carney (LC) Sarah Fitzjohn-Scott (SFS) Natasha Marris (NM) Carmelo Rafala (CR) Andrew Saunders (ASD) Chair of Committee Other (non-voting) Ed Hall (EH) Director of Sport Janet Johnson (JJ) Clerk to Governors Mike Newman (MN) Deputy Headteacher Ralph (The School Dog) Mark Warner (MW) Deputy headteacher Hannah Wells (HW) Head of Design and Technology
Apologies:	Richard Evea (RE) - accepted

MINUTES

	DISCUSSION AND DECISION	ACTION
1	WELCOME, APOLOGIES AND DECLARATION OF INTEREST ASD opened the meeting and apologies were considered. The full committee was in attendance. No new declarations of interest were made and all governors could take full part throughout.	
2	CURRICLUM AREAS PRESENTATION TECHNOLOGY 2.1 HW gave a presentation about the department she had joined as Head early in 2018. As a result of much preparatory work the department had been able to start in September with a new look, new courses and subjects, a different assessment regime and some new staff. <ul style="list-style-type: none"> All schemes of work had been re-evaluated and were new. The subject was now called product design projects at Key Stage 3. SFS arrives 5.39	

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<ul style="list-style-type: none"> • All subjects in years 7 and 8 included computer aided design, for example with wood and plastic, to build up skills. • The aim was to try to bring in projects to be more industry relevant and accessible and appealing for both boys and girls. There were also cross-curricular links such as with RE when we had boys enjoying making the Day of the Dead products and colour changing oven gloves. <p>2.2 Did you need much cash? It was cosmetic, a bit of painting and clearing out and removing redundant machines. It is now a calmer environment with areas to display work.</p> <p>Are you using the laser cutting machine? It is used a lot in Key Stage 4 and has other uses such as cutting out stencils.</p> <p>2.3 There had been a big change of courses at Key Stage 4. These were now:</p> <ul style="list-style-type: none"> • Design Technology GCSE - current year 11 only. It was very text and theory heavy and not exciting. • OCR Cambridge national Engineering is in place for years 9 and 10. This is a very good course for progression either to A-levels or vocational training e.g. there is emphasis on measuring and using materials and the students will be more skilled. Details of the assessment were also given. There were 2 big groups at year 9 who loved the course and were very engaged. • Food and nutrition was for the year 11 only. • There has been a change from textiles and graphics to art - graphic communication (art). This course has no written theory exam and is 60% coursework. It brings skills from art at key stage 3 and technology. What is the exam? It is a 2 day final practical exam. • Smaller items were being made meaning students could see quickly how they were improving. <p>LC arrives 17.46</p> <p>2.4 Staffing. There was now an established staff base of 5 with a good combined skill set and they were working collaboratively to increase skills. The newly qualified teacher was supported by both art and technology heads of department, the technicians were supported by the SENCO and the head of department was supported by the head of department at Cardinal Newman school.</p> <p>2.5 Future aims. These were:</p> <ul style="list-style-type: none"> • To continue with training to provide better teaching and improve results – with students having a higher level of skills and outcomes. • Improve links with industry by developing contacts with some local firms. • Increase take up of the courses • Increase the numbers of girls taking graphics and engineering • Expand the department to offer all specialisms (get food back on as an offer). 	

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	<p>2.6 Re the better results – is it a gradual thing or will there be an immediate effect? It will be longer term as staff become established. Learning opportunities have been missed for the current year 11s. This year should be better.</p> <p>The OCR engineering – what are the results for that nationally? Does it get better results than the one it is replacing? Yes. The engineering has been going a year or so already. Other schools are thinking of moving over to this course.</p> <p>Engaging boys is an area of focus across the school – this curriculum area has traditionally been popular with boys. Do you have any ideas how to get the best out of them? Yes, in structuring, allowing them to be taught in a short sharp way. It also brings in science knowledge. I have already seen boys are competitive and if you can get them to make something to a good standard they then raise the bar themselves. Being practical helps. I also want to involve more girls and girls' tech clubs are being introduced.</p> <p>EH added that moving to vocational courses is always going to be a win with boys as it is linked to industry; they can see how it can be used in future life.</p> <p>Do you have a higher proportion of pupils with special needs? The food tech teaching assistant can use the SEN skills learnt elsewhere and we have 2 trained in year 9. It works well. MN added that in the past the subject had attracted SEN and lower ability boys with further needs but it is changing. The engineering course is underpinning what we are doing in the STEM subjects in years 7 and 8.</p> <p>As the exams end before Easter what do they then do? Work on other subjects.</p> <p>HW was thanked and left 18.05</p>	
3	<p>CHAIRING OF COMMITTEE In discussion ASD was elected Chair of Committee for a further year.</p>	
4	<p>MINUTES OF MEETING The minutes from the previous meeting were agreed to be an accurate record and signed by ASD accordingly.</p>	JJ
5	<p>MATTERS ARISING NOT REFERRED TO ELSEWHERE ON THE AGENDA Governors recalled and reviewed previous discussions about the most effective way to use their time in assisting bringing improvements to the school. The committee now approved moving on with governor links to the school development plan, that covered all subjects, rather than subject links themselves. They were mindful a cross school view was needed and that there were other routes for staff to engage with governors.</p> <p>The annual agenda plan was agreed.</p>	ASD SFS Co-ordinate with the GB. Urgent.
6	<p>OFSTED - Planned Changes to the Inspection Framework 6.1 Governors had been following the development of moves away from exams results focus, changing to a wider curriculum and ensuring workload was manageable with not too much emphasis on data. They had already considered the planned changes document. They noted the categories planned were: leadership and management;</p>	

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	<p>behaviour and attitudes; personal development and quality of education. Concern was expressed it would be brought in too quickly before schools and inspectors had full understanding.</p> <p>6.2 What are likely to be the effects on this school? We have a bit of lead time but continue to be subject to shifts in views between DfE and Ofsted. No matter how rich and diverse the curriculum it will not be good for the school as we need to get sufficient numbers for Ebacc. We are in good shape as we have not got a narrow curriculum – e.g this committee backed the expansion from 3 to 4 options. For a school of this size we offer a good range of courses. But we would need to be able to justify starting in a Key stage 3 year which could be said reduces the options.</p> <p>A governor reminded that the Ofsted view was that it starts in year 10. MN recalled Key Stage 3 view was created in the 1990's but there was nothing that said it has to be done at that age, if it was good for the school, providing there was a broad and balanced offer then it could be justified. The school would prepare for it and make its decisions in a considered way. We develop our curriculum all the time and we can demonstrate we are preparing pupils for work and future careers. For the attitudes and behaviours section; again we are in good shape. Personal development is an area that could be refreshed.</p> <p>6.3 All agreed that pragmatically Ofsted would always compare schools by results. Do you think more schools are changing to commence courses earlier? No, the changes have taken place and are being reviewed.</p> <p>6.4 A governor cautioned that following so many changes recently time was needed to develop those for maximum impact. Recalling the current year 11 had had only 3 options and that next and later years will have had 4 options and governors were content a broad curriculum was offered and in place, it was agreed no further action was needed at present other than a watching brief on developments.</p>	
7	<p>**CURRICULUM UPDATE – 75% of pupils to be studying EBACC subjects by 2022?</p> <p>The school's position continued to be that we all agree that if a student can do a language, it was promoted as an option. The trend to Ebacc subjects was increasing.</p>	
8	<p>**UPDATE ON STAFFING AND CURRICULUM ARRANGEMENTS / OPTIONS</p> <p>8.1 A governor pointed out that with the management of the new GCSE courses there was more of an impact on staffing and having more than one year 11 class per teacher would not be manageable. It was suggested this was the case in at least a number of subjects, especially as class sizes had increased. This would be a factor in time-tabling deliberations.</p> <p>8.2 Options. MN informed some adjustments had been made. Are they at the same level as previous years? Yes. It has now settled.</p>	

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	<p>There are 4 classes for each of geography and history in year nine, with geography being the more popular. Both MN and MW had increased their teaching load.</p> <p style="color: red;">Given your involvement along with the senior leadership team, with the new behaviour management system and now teaching more classes, is that restricting what you are doing on your deputy headteacher role?</p> <p>Yes. We are all doing more operational work and working long hours. We are reviewing our staffing models now. Geography, life-skills, sport and tech may need strengthening to cover demand.</p> <p>Governors congratulated EH on the BTEC and GCSE sports results which had been better than local schools.</p> <p>8.3 Governors expressed thanks but also concern about members of the senior leadership team taking on more and more work as there was a need for it to be sustainable. MN reported that the senior leadership team considered it was having a positive effect on the school and behaviour was better. A governor could confirm they had witnessed improvements. MW reported it was better than it was last year and a busy day in the reflection room would be for 6 pupils to attend and other days it was 1 or 2, so a very small proportion of 1000 pupils. It was allowing people in the classroom to teach and plan, not make the phone calls. SFS leaves 18.51</p> <p>8.4 A governor reported seeing positive feedback in the community that the school did not tolerate poor behaviour. MW added a note of caution that the system had not yet encountered the winter sickness season when there was often a period of greater absence amongst staff. The staff governor was able to report an improvement relating to behaviour in comparison to the previous year and that it helped with morale as well as confidence in getting pupils through exams. Teachers felt supported.</p>	
9	<p>**PROGRESS UPDATE, INCLUDING DISADVANTAGED & MOST ABLE (All Year Groups)</p> <p>9.1 MN tabled progress data for year 11 which was accepted. He informed:</p> <ul style="list-style-type: none"> • This year the mock exams had been brought forward so the first progress check for year 11 was not until December so the data provided related to the end of year 10. • The progress figure was better. There were more upper and lower attainers in the cohort whereas the previous year had been more middle attainer heavy. This year the cohort was more like the make-up of 2017 cohort and the predictions were quite similar to 2017 therefore. • The predictions were quite cautious and MN was more confident than usual in expecting an uplift. • Historically our autumn predictions have not been good so we will now rely on mocks only rather than October and January predictions. This also reduced work for staff. • The disadvantaged group was not making as much progress as 	ASD liaise re any other data required

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	<p>the non-disadvantaged and those pupils with special educational needs were in places not making so much progress. A gender gap was present.</p> <p>9.2 A governor noted it was not so much of a difference. MN noted that boys' attainment was similar to the National Average (NA) and girls were better than NA which accounted for the gap. A better picture was expected this year as there was a lot of work about engaging boys. The key message is for the boys to see and bank the progress which is why BTecs are so good. The right courses will underpin better progress.</p> <p>9.3 A lot of work is being done on strategies to develop writing and talk for writing as for boys in particular this is holding them back. All teachers have a target on developing targeting work with boys. It was not at the expense of girls, as if you are getting it right for one group, it works for all.</p> <p>9.4 Are we expecting grade boundaries to change? The protection has now gone. What about the other subjects? No protection is offered. Broadly speaking grade boundaries, the distribution of grades, would be similar; however, we have seen that is not the case. Each subject area has to present their reflections on the results to the senior leadership team.</p> <p>Can we have the gender breakdown? It will show on Analyse School Performance when it has been uploaded. A governor would meet with MN to review the information.</p>	
10	<p>**SCHOOL DEVELOPMENT PLAN (TLO Sections) SDP updated on 8.11.18.</p> <p>The updated TLO sections of the SDP had already been circulated and a governor was meeting MW to review some of the sections and would report back. Other governors would contact ASD should there be any sections/ sub sections they wished to monitor.</p> <p>Is there anything you wish to draw attention to? No.</p> <p>The plan was on track. Governor reports would be taken at the next meeting.</p>	Committee
11	<p>**POORER ATTAINING SUBJECTS</p> <p>Slides from the exam result presentation had already been circulated.</p> <p>Governors noted</p> <ul style="list-style-type: none"> • Previous year's areas of concern. It was noted significant improvements had been seen in computer science and PE, science was an area of concern with a continuing action plan, sociology had improved and that Design Technology had an action plan in place. • This year's poorer attaining subjects were: citizenship, English, Latin, graphics, resistant materials and combined science. <p>Is there anything you want to mention? MN informed</p> <ul style="list-style-type: none"> • For graphics and resistant materials you have now had an 	

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	<p>update from the head of department.</p> <ul style="list-style-type: none"> • Latin: an action plan was in place and monitoring was up to date. • Citizenship: MN was now line manager. Focus was on development of writing and I can report that structures have been introduced and are consistent for every lesson. • English: a stable team was now in place as was an action plan to bring it back to its usual standard. There are now lots of different teachers teaching year 11. There are also after school continued professional development sessions and focus on the questions not answered so well. • Science: there is a completely new team and a small pool of teachers teaching year 11. Each teacher has a year 10 class that they will take into year 11. Staff morale is high and they are working hard. The walking talking exams are going on in the hall. The message for year 11 is that science has changed and the mood has changed amongst students re science, for instance the period 6 science lessons are now full. <p>A governor commented that the 'teach the parent' evening had been very well attended. MN informed that in careers interviews quite a high number are choosing science for A-level. He considered the foundations were in place and students on board.</p>	
12	<p>**DEVELOPMENT AREAS FROM OFSTED INSPECTION (For report back to FGB in March)</p> <p>The three areas monitored by this committee could be confirmed as having been included in the school development plan and the spring term committee meeting would review data to evaluate how well this was proceeding.</p>	
13	<p>EFFECTIVENESS OF THE COMMITTEE</p> <p>This item, including the terms of reference review, was deferred until the next meeting.</p>	
14	<p>WORKLOAD REVIEW FOR TEACHERS</p> <p>Governors had been keeping a watching brief on the progress of the 'eliminating unnecessary workload review' and had considered the papers: Teacher workload rapid review summary; marking, teaching and planning, data management and action plan.</p> <p>A governor briefly talked through the summary and it was noted the response from the government had been a bit vague.</p> <p>How does the school want to take it forward? We have tried to reduce the data collection. It is down from 6 to 3 times a year but we are still possibly collecting too much. In discussion it was felt there may not be a need for so many comments on reports or a simpler, more meaningful to users, system might be possible, particularly for years 7 and 8. MN would review that.</p> <p>Governors considered the workload review was very important and would make it the main item for the next meeting.</p>	ASD co-ordinate item
15	<p>CURRICULUM AREA PRESENTATION for next meeting</p> <p>This was agreed to be science and the senior leadership attendees for</p>	

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	the spring and summer meetings would be swapped accordingly.	
16	ANY OTHER URGENT BUSINESS There being no further business, the meeting closed 19.40	

** Standing item

Signature noted in minutes 23.1.19