

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

Meeting of:	Teaching Learning and Outcomes Committee
Date/Time:	23 rd January 2019 5pm
Location:	Patcham High School – Meeting Room
Distribution:	Teaching Learning and Outcomes Committee, M Newman, M Warner, J Hall, M Reid
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) Richard Eeva (RE) Helen Kennedy (HK) Natasha Marris (NM) Carmelo Rafala (CR) Andrew Saunders (ASD) Chair of Committee Other (non-voting) Josie Hall (JH) Director of Science – presenter item 2 then observer. Janet Johnson (JJ) Clerk to Governors Mike Newman (MN) Deputy Headteacher – in attendance Mary Reid (MR) Lead for English – observer Lee Wares (LW) Associate Member Mark Warner (MW) Deputy Headteacher – in attendance
Apologies:	N/A

MINUTES

	DISCUSSION AND DECISION	ACTION
1	<p>WELCOME, APOLOGIES AND DECLARATION OF INTEREST ASD opened the meeting.</p> <ul style="list-style-type: none"> All committee members were present. Lee Wares was welcomed to his first meeting with the governing body. His declaration of interests and eligibility for membership of the governing body had been provided. No new interests were made when invited and all governors could take full part in the meeting. 	
2	<p>CURRICULUM AREAS PRESENTATION – SCIENCE JH tabled an up-date on Science provision which she then talked to. It included data from the 2018 results, the improvements over the last 18 months and staffing. Further information was provided.</p> <ul style="list-style-type: none"> The biggest change to the department had been the numerous staffing changes and this had been positive. 	

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<ul style="list-style-type: none"> • As governors knew, the combined science results had been disappointing and not aided by the difficulties resulting from the need to obtain alternative cover for teachers. This year it had been more positive. • Support from the senior leadership team had been effective. There had been difficult conversations and everyone in the department was teaching full timetables but they were still short and JH was teaching 4 more lessons in a fortnight. There was a vacancy for one full-time permanent science teacher. A science coach would be welcome. • Morale was good and every teacher did a lesson 6 on one day a week. • The new behaviour system was helping with behaviour. The newly qualified teachers had seen the difference and found it helpful. The higher expectations assisted. • Experienced and less experienced teachers were matched up and we are now arranging cover so they can see the other person teach the same class. Skills, for example maths skills, graphs, writing a method were taught on the 5th lesson in the fortnight. Topics were now interleaved and a 10 minute revision starter for each lesson was embedded. • Common homeworks for all years included items covered the previous year. • Intervention groups included those directed at high performers. • Continued professional development had included a lot of physics and some had been delivered by someone from the Institute of Physics. • Lots of examples of enrichment were listed. • Triple (3xsingle sciences) was being considered. <p>Do you sense that the whole department is pulling together and morale is good? Yes, for example last week a teacher wanted to consider a new method of feedback and some teachers had already started to work towards this before even being asked.</p> <p>What is happening with the year 10 predictions as they did not look good? It was early and based on one test. Not all 3 areas had been assessed. It is now much better and being assessed after a number of topics.</p> <p>Did that apply to combined science too? Yes.</p> <p>Is there a significant gender difference? Yes, girls, so we are working on the intervention groups for boys. It is an anomaly as boys are more active in class but they find it more difficult to sit down and revise content. We are finding 'quizlets' on-line revision has worked well where it has been tried.</p> <p>Is it within the school? Yes, the classroom</p> <p>And the disadvantaged? The coach works mainly with them. She works with a year 10 group the whole year and is working with students from other years in a small room, then they go back and she works with a different group.</p>	

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	<p>How are you managing teaching an extra 4 hours? I will cope for one year but it is difficult and the alternative is having a non-science teacher. I do not have to do some other duties, such as greeting or the BLU patrol.</p> <p>What are the ideas behind involving parents? Not yet but I want to get year 7 parents in with practicals so they can see what year 6 are doing. Now teachers communicate with parents when a test is coming up. We provide parents with a completed revision mat so they can help them and parents have been informed how they did. It helps them understand re moving students down/up in sets which saves teachers time.</p> <p>CR arrives 17.31</p> <p>JH informed they had also done something called teach your parents and we go through exam questions together. We did a survey with year 11s and all said it was useful. The comments they came back with were really good and we have adjusted what we do to take that into account.</p> <p>JH was thanked. HAJ left 17.33</p>	
3	<p>MINUTES OF MEETING</p> <p>The minutes of the meeting on 13th November 2018 were agreed to be an accurate record and signed by ASD accordingly.</p>	
4	<p>MATTERS ARISING NOT REFERRED TO ELSEWHERE ON THE AGENDA</p> <p>A governor had met with MN to follow up a number of queries and to get to know the systems being used. Both governor and MN had found it a useful exercise and thought provoking.</p> <p>Actions from the minutes had either been completed or would be discussed elsewhere on the agenda.</p>	
5	<p>TEACHER WORKLOAD REVIEW</p> <p>Agenda papers: Summary of the findings of the three working groups Findings of the planning, data management and marking groups Action plan.</p> <p>Background. Governors were aware it was a huge but important issue and Ofsted would examine for example whether teachers were being asked to produce too much data. They had been keeping a watching brief on developments and now wanted to discuss how to take it forward and identify the current areas of difficulty regarding workload within the school.</p> <p>Points included</p> <p>5.1. The need to ensure as governors that they did not add to workload by asking for information that was not produced in school already. Governors continued to give consideration to this and it was not stated to be an issue.</p> <p>5.2. There was sometimes scope for using the same document for several stakeholders and standard formats were an</p>	

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<p>option. Governors had noticed for example a new style of report had been used by MN to report on progress and this would be presented to the local authority and others.</p> <p>5.3. Experiences from outside of education advocated the use of standard reports that allowed commentary, for ease of writing.</p> <p>5.4. The years 7 and 8 report writing was creating workload.</p> <p>5.5. Marking had been reviewed to make it more manageable and the system had changed from a rigid all school policy to discrete curriculum area policies and consistency was now more evident.</p> <p>5.6. A staff survey could be considered</p> <p>5.7. Tutors ringing home each time there is an absence was an added work item. The information to assess whether this was having an impact on attendance was not to hand.</p> <p>5.8. The new behaviour system had been successful in releasing time for teachers to spend more time in teaching. Governors were very pleased to learn it had freed up more time for planning and more extra-curricular activities were taking place as teachers had more energy. Further, it had been very supportive for newly qualified teachers, especially in science.</p> <p>5.9. Sharing of what was working well was taking place, for example at the disadvantaged reviews. Another was when all the books for one pupil were on show were seen by all his teachers and expectations were raised. MW thought lots of opportunities had been created. MN informed the advocates did all the books routinely and doing it for others could be considered. Parents attended for the advocate pupils as well.</p> <p>5.10. The use of peer and self-assessment was powerful and reduces workload.</p> <p>5.11. The use of metacognition reduces workload. There had been 5 sessions to share this. A teacher confirmed it was used a lot in lessons.</p> <p>5.12. The inset days had been collapsed and carried out as 2 hour twilights, delivered by different staff and that had focussed on metacognition.</p> <p>Governors were pleased behaviour management change had had such a good impact re extra-curricular activities and now discussed how they could offer strategic assistance. The points covered were evidence the school was a learning school and there was collective learning with governors and senior leadership team. The continuation of support and challenge was felt to be useful, with the input of diverse views that prompted thought and actions needed. MN gave the example of the governor attending and reviewing data which prompted thought and would result in action.</p> <p>All agreed with need to record the benefits of the actions otherwise there was a danger they would be lost.</p>	

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	<p>Actions would include looking at books, marking and celebrating the benefits. The senior leadership team would have further discussions and LC would report back. The issue would also be revisited by governors.</p> <p>Discussion turned to item 8.</p>	<p>LC ASD</p>
6	<p>**DEVELOPMENT AREAS FROM OFSTED INSPECTION</p> <p>How is the school progressing with ensuring all subject leaders are as effective as the leaders of English maths and modern foreign languages in raising standards?</p> <ul style="list-style-type: none"> • MW and two others had taken over some of the leadership. They had talked to each head of curriculum area about all the year 11 progress. • LC informed a morning meeting was to be held the next day with all heads of curriculum areas regarding reporting, for example, about behaviour incidents. • Each head of curriculum area had had a 20 minute review with the headteacher and director of maths. • The same three questions, changed each fortnight, were the focus for each head of curriculum area meeting with the line manager. • All of the year 11 teachers had met in the hall and scrutinised the progress of those pupils. <p>Improve the quality of teaching and assessment in science and technology had been the subject of recent presentations to this committee.</p> <p>What evidence has been seen that the quality of teaching is improving and assessments are being reviewed constantly and we are making changes? MW informed there had been one round of lessons observations for the whole school with the second to take place after the half term</p> <p>How do you monitor the improvement? That will be the assessments. The year 11 mock exam retakes after a couple of weeks teaching showed a change. The advocates looked at coaching in all subjects.</p> <p>Governors recommended being very clear about the evidence being collected for the disadvantaged group and enquired when the pupil premium report on the website would be updated. This was thought to be in course.</p>	
7	<p>** PROGRESS UPDATE, INCLUDING DISADVANTAGED & MOST ABLE (All Year Groups)</p> <p>Governors had already considered the reports for years 9, 10 and 11. The format of this had been discussed at 5.2</p>	<p>ASD</p>
8	<p>CURRICULUM and OPTIONS <i>update in light of changing Ofsted Focus</i></p> <p>Agenda papers received:</p> <ul style="list-style-type: none"> Discussion document for proposed changes to curriculum model. Article re Ofsted changes. 	

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<p>8.1 As discussed at the full governing body meeting the review of the curriculum was proceeding and governors' opinions on the proposed changes were now sought.</p> <p>8.2 Governors challenged MN on the reasons for change bearing in mind the compelling rationale for the existing system. He informed:</p> <ul style="list-style-type: none"> • The current, 3 year course system was decided in the light of concerns over the 1-9 GCSEs and relative disaffection in year 9. At their last visit Ofsted did not pick it up as an issue and made no adverse comment about the curriculum offer. Previously they had commented they were happy with the offer and we still believe breadth is good. We can defend the view that the school is asking pupils to narrow their study too early but they still do have the opportunity to give up languages, geography, history and some arts at the end of year 8. • There have been some issues with 3 year courses being embarked upon and then withdrawn from the list of acceptable qualifications as those are reviewed every 2 years. Whilst the school has been able to ensure this is not detrimental for pupils it adds to staff workload. This aspect had not been anticipated. • It is preferable to have one member of staffing delivering the course and there are more likely to be disruptions to this with a 3 year course than 2. It is particularly difficult to find cover and support for pupils with subjects if there is only one member of staff delivering. • The school had progressed and now had improved behaviour and higher expectations. • Visits to schools outside the local authority had enabled further reflection and to view different models. It was possible to offer an option to year 8 to do a 2 year course in year 9 and 10 and then their time in year 11 is redistributed to the remaining subjects in year 11. • This year had seen the greatest amount of switching between subjects in year 9. • A change to the proposed system would enable a widening of the curriculum as the work of 2 teachers would be freed up. Some new courses, including more vocational would be offered and these would be available to a broader range of pupils. The proposal would be financially viable. Under the current system there are more classes running at the same time. <p>8.3 Governors comments included:</p> <ul style="list-style-type: none"> • Support for broadening curriculum offer • Concern for disengagement in year 8 • Noting there would still be a 3 year GCSE in some subjects • A steady increase in the numbers needed to achieve government target Ebacc was needed 	

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<ul style="list-style-type: none"> • What would the views of the community, would it be confusing for parents and a shock for staff? • It was compelling when the author of one idea has reflected on it and now advocates further change. • Support from a parent that had been concerned with the upcoming options. They felt that the proposal kept avenues open, did not lose anything, kept all the benefits of starting work where necessary and also held open the choice for wider engagement in the world. • Case studies had shown the benefit. <p>8.4 MN informed an invited parents evening would take place and was confident in the rationale and that it would be accepted. It was likely that for some parents year 8 was too early and some loved it. He had been speaking to staff individually and it has been received well. Some parts will need to be tweaked but it was not a case of having to rewrite the scheme of work. The senior leadership team were still to have a number of meetings on the subject, a head of curriculum meeting and a presentation to parents.</p> <p>What do teachers and pupils think? Can you ask some who have already gone through it? MN informed student feedback would be obtained.</p> <p>8.5 ASD would raise and co-ordinate a group of governors to consider the matter further. A meeting would be arranged in March. MN leaves 18.47</p> <p>8.6 Proposed new Ofsted framework. Some of the changes proposed included:</p> <ul style="list-style-type: none"> • reverting to 2 day inspections, with notice dropping to 2.5 hours • The splitting of personal development and behaviour to two judgements • Quality of teaching learning and assessment having a reduced focus on outcomes and being replaced by a quality of education judgement. • Quality of teaching would be discussed in the light of the wider curriculum rather than outcomes being the main factor. • Internal performance data would not be used as it was difficult to validate. <p>Governors commented that the increase in numbers needed for Ebacc would need to be kept in mind. They wanted to know the staff's view and MW confirmed the senior leadership had had an initial discussion and all staff had been alerted to the option of responding personally to Ofsted's consultation and also contributing to the school's response, which would be made available for governors. ASD would follow that up. MN left and discussion turned to item 6.</p>	ASD

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9	**POORER ATTAINING SUBJECTS This item was deferred.	ASD
10	CURRICULUM AREA PRESENTATION for next meeting Humanities would be requested to attend.	ASD
11	**SCHOOL DEVELOPMENT PLAN (TLO Sections) Reports had been provided re sections 2.1,2.2 and 2.2. The reporting governor confirmed there were no concerns and everything was on track, albeit ongoing. These were accepted. Discussion on the remaining TLO sections was deferred.	ASD
12	ANY OTHER URGENT BUSINESS There being no further business, the meeting closed 19.06.	

*** Standing item*

..... signed dated

Signature noted in minutes of meeting 25.6.19