

**PATCHAM HIGH SCHOOL  
GOVERNING BODY**

<b>Meeting of:</b>	<b>Teaching Learning and Outcomes Committee</b>
<b>Date/Time:</b>	25 <sup>th</sup> June 2019 5pm
<b>Location:</b>	Patcham High School – Meeting Room
<b>Distribution:</b>	Teaching Learning and Outcomes Committee, M Newman, M Warner, R Strong, L McGill
<b>Quorum</b>	3 governors required to be present for decisions to be binding. The meeting was quorate throughout.
<b>Present:</b>	Governors (voting) Laura Carney (LC) Richard Eves (RE) Caroline Greenfield (CG) Natasha Marris (NM) Andrew Saunders (ASD) Chair of Committee  Other (non-voting) Janet Johnson (JJ) Clerk to Governors Mike Newman (MN) Deputy Headteacher in attendance James Parker (JP) Head of Humanities, in attendance for item 2 Mark Warner (MW) Deputy Headteacher in attendance
<b>Apologies:</b>	Steven Horne (SH)

**MINUTES**

<b>DISCUSSION AND DECISIONS</b>	
1	<p><b>WELCOME, APOLOGIES AND DECLARATION OF INTEREST</b> ASD opened the meeting and apologies and interests were considered. All governors could take full part throughout the meeting.</p>
2	<p><b>CURRICULUM AREAS PRESENTATION:</b> Humanities update Papers: Tabled - geography and history results for 2017 and 2018 as well as predictions for 2019.</p> <p>2.1 JP gave further information and took questions.</p> <ul style="list-style-type: none"> <li>• There were good numbers reaching the top grades</li> <li>• Of the subjects with a cohort larger than 50 we have the highest numbers of highest grades.</li> <li>• The history papers were difficult for those with literacy weaknesses and they had been steered away from the subject. There was no choice of questions.</li> <li>• The cohort included a significant portion of students new to the school of whom many were concentrating on maths English and science rather than history and geography that were both heavy on content.</li> <li>• The numbers taking the subjects had been higher in history recently but this was now changing.</li> </ul> <p>2.2 <b>What is the reason for this?</b> It is the extended nature of writing needed in history</p>

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	<p>for example there were 69% of marks awarded for 2.8% of the content.</p> <p><b>What we you doing to make it more achievable?</b> In year 7 we have been doing more on testing for learning and homework and short tests, mini exams and learning to learn. They now have to bring in evidence of what revision they have been doing at home so by the time they are at year 10/11 they know what works. We need to get them to use their books for exams. We have made the syllabus clear to the pupils by using syllabus sheets.</p> <p>We are tracking back the skills needed at GCSE and teaching them to year 7 and 8. Year 9 will all do geography and history but we will need to speed things up.</p> <p><b>Why can't you start the course earlier?</b> We will do it in year 9 but we have gone down from 5 to 3 lessons and it will be difficult to maintain interest in those that will drop the subject. That is a problem we have identified so we will do general topics in the later months in year 9.</p> <p>We cannot get pupils in after school to do geography and history as they are doing English and maths.</p> <p><b>Where is the progress being made over recent years in relation to prior attainment?</b> The higher attainers make huge progress. They need to know the content and it rewards hard working pupils more. It was recalled there were no 'lower tier' exam papers.</p> <p><b>Pupil premium/looked after children: how do they do?</b> It depends on the student. As a general pattern the progress 8 is worse. The level of content is too much so we are cramming the children.</p> <p><b>Are they learning to sort truth from opinion?</b> We do a lot of that.</p> <p><b>What is covered?</b> This was explained for both subjects and it was noted that paper 2 for history was just content recall and paper 1 for geography required a large amount of analysis and dense literacy.</p> <p>2.3 Further information was provided:</p> <ul style="list-style-type: none"> <li>• At other schools a lot of the work was done at home. Here the geography intake was weaker and the subject was seen by them as lower priority at GCSE. Once they had secured their college places there effort diminished and so they struggle.</li> <li>• All pupils have to choose geography, history or a language and we are changing the curriculum to encourage them to do all of them.</li> </ul> <p>2.4 <b>Is computing in a progress 8 bucket?</b> Yes.</p> <p><b>Is staffing stable in the area?</b> Yes. We had extra teachers in to do key stage 3 and these include teachers with proven interest in the subject. Students aren't aware they do not have a specialist.</p> <p><b>Is success in getting pupils to do homework subject specific?</b> We found just having detention did not make them do it and it is good the parents are now told. We now get 2/3 in; it is the lack of any industrial engagement in learning and as a result they start to disengage because it is too hard.</p> <p>JP was thanked and left 17.28</p>
3	<p><b>MINUTES OF MEETING</b></p> <p>The minutes from the meeting 23.1.19 were agreed to be an accurate record and signed by ASD accordingly.</p>
4	<p><b>MATTERS ARISING NOT REFERRED TO ELSEWHERE ON THE AGENDA</b></p> <p><b>Has the senior leadership team (SLT) had any discussions on workload since the last meeting?</b> Not particularly. MW informed we do have a staff voice where we discuss that and this has happened at the last 3 meetings. I cannot remember any specific</p>

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	<p>workload questions. MN added the only thing that came up was about everyone doing either a patrol or BLU, in terms of workload that was the one particular issue.</p> <p><b>Can you remember anything from the feedback?</b> No</p> <p><b>Does it come out of teaching time?</b> No, non contact time. The average non contact time is 8 hours a fortnight. That is generous but locally comparable so we say that one of those 8 sessions is you doing something for the wider community. Generally speaking people do very well with that, it was just mentioned in staff voice that it took away from non-contact time.</p> <p><b>Was it a massive issue?</b> No. People were overwhelmingly supporting the new behaviour system.</p> <p><b>The staff voice?</b> It was only advocates, heads of years and heads of curriculum areas that fed back, including on behalf of their teams.</p> <p><b>A governor suggested that she never saw anyone put anything in the staff voice box.</b> The SLT empty it monthly.</p> <p>A governor who had attended the last governor briefing in the local authority mentioned that it appeared this school was ahead of the field regarding working on this issue.</p> <p>MW enquired whether it was mentioned what was adding to their workload. A governor informed it was more to do with how to address the overall issue. There were no other matters arising.</p>
5	<p><b>Curriculum and options update in light of changing Ofsted Focus Papers:</b> Curriculum 19/20 briefing; Education inspection framework; New Ofsted framework – what schools need to know. Tabled: Inspecting the curriculum.</p> <p>5.1 A governor had continued to keep updated on this area and gave a brief outline of the latest developments.</p> <ul style="list-style-type: none"> <li>• The main focus for this committee would be the Quality of Education judgement.</li> <li>• Schools would be given an opportunity to review the curriculum before September but as long as there was a plan that would be deemed to be acceptable.</li> <li>• Ofsted would check whether bullying was tolerated: not whether it exists.</li> <li>• The headteacher's use of internal data would be assessed.</li> <li>• The new key judgement areas were: Quality of Education; Behaviour and Attitudes; Personal Development and Leadership and Management.</li> <li>• The quality of education needed to be ambitious and designed for all learners, particularly the most disadvantaged. Inspectors would make a judgement on the quality of education by evaluating the extent to which intent, implementation and impact was met.</li> <li>• Personal development was to be judged by the extent to which the curriculum extended beyond the academic, technical or vocational and how it supports learners to develop their character.</li> </ul> <p>5.2 MN informed that the development plan for the next 2 years had been split into the four sections. MW and MN have undertaken a lot of work on the curriculum, particularly implementation and intent. Each curriculum area is sure of how their subject is structured and would be assessed. Assessment would be cumulative not episodic. There had been a number of SLT meetings on it and they had attended sessions at another school in Worthing. Many people had been involved in the planning stage and the headteacher would present the new school development plan at the next meeting of the full governing body.</p>

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5.3 A governor confirmed the heads of curriculum areas had met with their line managers and gone through their questions. It had prompted thought and discussions with their teachers. The headteacher had also held a 15 minute forum about the new Ofsted.

5.4 MN explained the process of inspection of the curriculum. Everyone, including stakeholders needed to know the curriculum intent and he anticipated it would take two years.

A governor stated it appeared to be an enabling program to make schools better.

**When you were talking about curriculum intent were they knowledge focus or skills?**

MW responded that the term 'knowledge' appeared a lot in the Ofsted documents.

**In terms of curriculum intent there was some hope progress 8 would reintroduce a widening of the curriculum but if it is so fixed on knowledge is that what you want?** MW clarified it depended on what we want the intent statement to say.

**Going then to pupil premium, looked after children and the disadvantaged, access will be difficult.** MW Yes. We are talking about building cultural capital. We want it to be ambitious.

A governor had the opinion that continuing staff development was crucial, non specialists needed to be trained but it appeared staff development was something the school did well. MW confirmed it would be on the school development plan that there would be high quality delivery and subject knowledge that can be passed on.

**Shall we change the name of the committee?** In discussion, it was agreed to change this to 'Quality of Education'. The terms of reference would be changed to incorporate the new Ofsted foci.

5.5 MW we have re-evaluated the schemes of work and assessment and it does give a good opportunity to ensure consistent quality.

**Is there any capacity for cross subject learning?** MW informed there was potential for this and some were finding there are links already and gave an example linking English and science.

A governor who was staff suggested that it would be useful to work with the head or second in curriculum areas working together on this, even if just for a couple of hours. MW advised that the plan was for some school development plan coaching sessions and continued professional development for the curriculum.

**5.6 Options update**

It was recalled some choices were made in year 8 and options were made in year 9. The 3 choices were: continue one of their two languages; select 2 of 5 creative options; select from 5 early accredited programmes – BTECs in enterprise, music or sport or GCSE Classics or Statistics.

It was noted:

- The 9 pupils requesting to continue with 2 languages were accommodated and around 110 pupils were taking languages to GCSE.
- The numbers choosing German had increased, including in preference to

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	<p>French.</p> <ul style="list-style-type: none"> <li>• The spread was fairly even for languages and creative options.</li> <li>• The option of extra literacy sessions had been by invitation only.</li> <li>• Food technology (99) was at the limit for group size.</li> </ul> <p><b>You haven't limited any by group size?</b> No.</p> <p><b>If they all continued into year 10 with German would you be able to staff that?</b> We would have to look at recruiting.</p> <p><b>So computer science and dance are not on there?</b> This is because they do this as part of the year 9 curriculum.</p> <p><b>Will there be GCSE PE?</b> Yes it will be an option.</p> <p><b>Have you had much parental feedback from children or parents?</b> Only positives. Nobody has asked why there are not GCSE options in year 8.</p> <p>Governors were pleased to see the increase in uptake in food and in the work the staff member was doing. Art also remained strong and nearly 25% of students were taking an accredited scheme in music which was very strong. They noted it was liberal and delayed putting children on a set pathway. They commended the school for changing tack in the interest of the children.</p> <p><b>Can you staff it all?</b> MN confirmed he could staff the year nine choices.</p>	
6	<p><b>PROGRESS UPDATE, INCLUDING DISADVANTAGED</b> Papers: Year 7 &amp; 8 RAP report; Year 10 and 9 Progress; Year 11 Progress</p> <p>A governor pointed out that it appeared year 7 had dropped a little but year 8 was shifting upwards between November and March. MN informed that was as expected. In discussion about the information provided generally it was confirmed the commentary was useful and MN explained the data produced was for multi-purpose use for the head of curriculum areas, the local authority and the headteacher.</p> <table border="1" style="width: 100%;"> <tr> <td><b>ACTION:</b> RE to liaise with MN regarding data for the disadvantaged groups</td> </tr> </table>	<b>ACTION:</b> RE to liaise with MN regarding data for the disadvantaged groups
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7	<p><b>SCHOOL DEVELOPMENT PLAN (TLO Sections)</b> Papers: Governor report Maths; Governor report 22.3.19; SDP 16.5.19 (also later one sent as at today). The reports were accepted.</p> <p>The school development plan (TLO sections) was reviewed for items not yet green.</p> <ul style="list-style-type: none"> <li>• The weekly book scrutiny reviews on boys progress MW informed had not been working due to difficulties with physically obtaining enough books, so had been dropped.</li> <li>• The partnerships with feeder schools on transition. This had been done for science with Carden and Patcham Junior Schools but not for English due to staffing difficulties known to governors.</li> <li>• Difficulties continued with ensuring support staff reading in DEAR time but at the moment there were a lot of adults providing role models in this area, for example the year 11 teachers who no longer had tutor groups have two 1:1 reading sessions with year 9 pupils who were nearly all pupil premium children.</li> <li>• One of the continued professional development actions was to be carried forward to the next year.</li> </ul>	

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	The focus for next year's plan in the personal development section was enrichment and the enrichment weeks were starting up again.
8	<p><b>POORER ATTAINING SUBJECTS</b> These subjects had been: citizenship, English language and literature, graphics, resistant materials and combined science.</p> <p>In discussion it was now felt citizenship was of most concern now; graphics and resistant materials had improved from last year but were not yet outstanding. <b>Why is citizenship so challenging?</b> The papers are tough and at the very end of the exam season. It was an extra GCSE and it was the last year we are offering it. Science continued to improve. There had been a lot of work and pupils had engaged. English language and literature was on the list as progress had dipped but this cohort was more engaged and targeting resources at the right time has helped. There had been earlier interventions and all were expected to have an impact. <b>Has staffing changed in English?</b> The new head of department was in place and it looked good.</p> <p>MW informed there had been a few returning staff now and governors agreed this was encouraging. Staff changes were discussed and the position looked positive. There was now just one position to fill. The classes for IT/computing were being covered but the management of this could be improved.</p>
9	<p><b>DEVELOPMENT AREAS FROM OFSTED INSPECTION</b> Papers: Development areas from last inspection <b>Are middle leaders taking on more?</b> MN yes, more and more. There is a lot of linked up actions on coaching of middle leaders. There were no further questions.</p>
10	<p><b>CURRICULUM AREA PRESENTATION</b> for next meeting It was agreed the decision on this would be deferred until the results. <b>ACTION:</b> ASD</p>
11	<p><b>Review of the annual agenda/papers for TLO along with meeting dates for the coming year</b> Paper: Provisional dates TLO In discussion it was agreed the proposed November date be brought forward to October. 5pm timing for meetings were agreed. <b>ACTION:</b> ASD arrange for review of agenda &amp; papers in light of proposed changes to TOR</p>
12	<p><b>Effectiveness of the committee - Terms of Reference</b> Papers: TLO terms of reference In discussion it was felt additional members were needed for the committee. MN felt the committee brought up useful lines of discussion. It was considered meetings were positive and no further suggestions for improvement were proffered. <b>ACTION:</b> ASD arrange for draft TOR to be submitted for September FGB to incorporate change of name</p>
13	<p><b>ANY OTHER URGENT BUSINESS</b> LC was approaching the end of her term as governor and was thanked for her service and useful input to the committee.</p>

**Signature noted in minutes of meeting of Quality of Education Committee  
22.10.19**