

**PATCHAM HIGH SCHOOL  
GOVERNING BODY**

<b>Meeting of:</b>	<b>Quality of Education Committee</b>
<b>Date/Time:</b>	22nd October 2019 5pm
<b>Location:</b>	Patcham High School – Meeting Room
<b>Distribution:</b>	Governing body, website M Newman, L Carney, M Warner, C Bocking
<b>Quorum:</b>	3 governors required to be present for decisions to be binding. The meeting was not quorate and any recommendations or decisions would need to be confirmed by full governing body.
<b>Present:</b>	Governors Natasha Marris (NM) Andrew Saunders (ASD) Chair of Committee  Others Laura Carney (LC) Head of Modern Foreign Languages, in attendance for item 2 Candice Bocking (CB) SENDCO, observer Janet Johnson (JJ) Clerk to Governors Mike Newman (MN) Deputy Headteacher, in attendance Rachael Strong (RS) Head of maths Mark Warner (MW) Deputy Headteacher, observer
<b>Apologies:</b>	Sarah Fitzjohn Scott - accepted

**MINUTES**

	<b>DISCUSSION and DECISION</b>	<b>ACTION</b>
1	<b>WELCOME, APOLOGIES AND DECLARATION OF INTEREST</b> ASD opened the meeting which was acknowledged to be inquorate. Apologies and interests were considered and Carmelo Rafala and Helen Kennedy's absences were noted. ASD would follow up with SFS.	ASD SFS
2	<b>CURRICLUM PRESENTATION</b> <b>MODERN FOREIGN LANGUAGES</b> Papers: Presentation and, tabled, report  LC talked through the reports, which included information on results, recent and ongoing actions and gave further information: <ul style="list-style-type: none"> <li>• Overall the staffing in the section was less experienced this year.</li> <li>• The whole school programme of coaching was going well and the department had coaches from the English department.</li> <li>• For both coaching and monitoring regular learning walks and observations were taking place and they would also be</li> </ul>	

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	<p>observed to see best practice. There was a variety of feedback methods.</p> <ul style="list-style-type: none"> <li>2019 results. Spanish predictions had not been accurate and new predictions were more cautious. French 4+ pass rate needed to improve and they were considering entering more students in the mocks for the higher paper. German results had been good in comparison with national figures. There was no one to share subject specifically in Spanish in year 11; however, there were 2 classes in year 10.</li> </ul> <p>If results had come in as predicted, what would the progress 8 figure be? LC did not know but knew would have been better. It may not have been positive. They should not even try to predict until the mock exams had been taken and this year each of the speaking, listening reading and writing will be assessed in the mocks.</p> <p>Recent action</p> <ul style="list-style-type: none"> <li>Intent, implementation and impact statements had been produced and their manifestation was being checked during the learning walks, for example checking tasks that revisit learning and are structured, we can evidence this and that they are using mini whiteboards etc. We are also trialling some of the methods from the modern foreign language hub. We are a hub school and our training is carrying on from last year. We are starting to use Ensell phonics in year 7 and looking at trialling their ways of teaching grammar. 2 teachers from Blatchington Mill School had attended for observations. It was funded by the Department for Education.</li> <li>The speaking clubs had been successful last year and they had started them earlier this year. Attendance had been good and we are in contact by text. It also helped the writing.</li> </ul> <p>The list of actions was noted and report accepted.</p> <p>In year 7 and 8 they do French and German or French and Spanish – how do you allocate it? MN informed it was a 50/50 split but there was an opportunity on the admission document to state a preference if there are particular circumstances. There is some movement but it is usually in favour of Spanish. 97%+ of the intake now study languages.</p> <p>LC was thanked for her contribution and left 17.30</p>	
3	<p><b>CHAIRING OF COMMITTEE</b></p> <ul style="list-style-type: none"> <li>It was proposed ASD indicated would chair the committee for a further year.</li> </ul>	FGB
4	<p><b>MINUTES OF MEETING</b></p> <p>Papers: Minutes 25.6.19</p> <ul style="list-style-type: none"> <li>The minutes were agreed to be an accurate representation of the meeting and signed by ASD accordingly.</li> </ul>	FGB
5	<p><b>MATTERS ARISING NOT REFERRED TO ELSEWHERE ON THE AGENDA</b></p> <p>There were no matters arising not covered elsewhere.</p>	
6	<p><b>INTENT / IMPLEMENTATION / IMPACT</b></p>	

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<p>Papers – Intent, implementation and impact for each of: science; modern foreign languages and physical education.</p> <p style="color: purple;">❖ The reports were accepted.</p> <p>MN informed every department now had a curriculum statement.</p> <p>6.1 School partnership advisor visit. The first visit from the new school improvement partner, Sue Childs had taken place and had been very useful. She had been an Ofsted inspector and they modelled an Ofsted deep dive and looked through the curriculum document. This ascertained what the curriculum was delivering. The head of department spoke about what she would see if she went into a classroom, then some classes were visited and Sue Childs sat next to a pupil and asked them how they felt they were learning and how they were taught, especially those with special educational needs. Teachers were asked why they were teaching that way and how they tailored their teaching to the pupil they were sitting next to. MN went into classrooms and then we discussed whether we had seen what we needed to see. He had thought it was interesting to think about doing observations from the point of view of a pupil and it was a strand of triangulation. She also spoke to them after the lesson and wanted to see the individual learning plans for the pupils afterwards and to challenge us. It made us think about how we are working with our departments. MN informed his practice had been adapted as a result and classroom visits were just brief and there were more conversations with pupils now. Two more visits were due for different departments, including any that aren't doing so well, to unpick the child's experience. A lesson had to be part of a sequence of lessons and plan of work. If the child could articulate what they did before that was evidence for that.</p> <p>6.2 <b>What happens if you have teachers that are not so strong?</b> MW if I were doing it again it made me think I would need to explain that a particular teacher had not been doing it long and what we were doing to help and that could be evidenced. It appeared to be about being open on the process. <b>What was the feedback?</b> She was pleased with maths and complimentary about the data. We had received the first draft of the national results that day. She took into account the upper and lower confidence levels on the data and we were not drilled on that at all which was very refreshing. She just checked it was being used. She had been complimentary about progress from the previous year and also about the curriculum change and the curriculum section on the website. The school self-evaluation and development plan was good and joined up. She gave us some pointers which were useful, particularly about SEN and the Bridge and that we should have more explicit reference to some of the support measures we have in place and to give the SEN gap a higher profile. She liked the handshakes and could not believe the lack of exclusion. <b>Was it seen as positive?</b> Yes, she knew it was hard.</p>	<p>ASD</p>

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	<p>6.3 MW informed new appraisal documents had been introduced. The next reviews would be in science, English, modern foreign languages, humanities and SEN. He considered it would be very good training for the heads of curriculum areas; it enabled modelling in a supportive, non-judgemental way.</p> <p><b>For each document for each subject area are they consistent in their approach?</b> Yes, John McKee checked it. MW added they all had to be tailored to each department as well and have high expectations and be clear.</p> <p>CB volunteered to go round all departments with the head of curriculum area to see if the curriculum was accessible for the SEN students.</p> <p><b>Is SEN embedded in each subject?</b> Yes, MW said but if necessary will have its own. We are quite careful about the language so it is a useful document rather than just for Ofsted. MN added we also use the same language for reading and careers.</p> <p><b>Will there be more learning walks or more focussed?</b> More focussed.</p> <p><b>Teachers wouldn't expect more visits?</b> No and it is 'drop in', coaching and feedback. The heads of curriculum areas have monitoring for their whole department. We like to do it together and discuss with students to provide more focus. RS added that it also helped decide what training is needed in a department.</p> <p>Governors were pleased intent, implementation and impact was embedded across the school and being used as a tool to drive forward teaching.</p>	
7	<p><b>RESULTS PRESENTATION</b> Paper: Results presentation 7.1 This was a continuation of the discussion at the full governing body meeting in September.</p> <p>MN informed there had been a correction to the Disadvantaged figure and progress 8 was now -0.33. It had improved significantly from the previous year. The problem with the disadvantaged group was that each year they had differing difficulties but overall the benefits of the advocacy system, which was always expected to take years, were starting to be seen.</p> <p>A governor recalled there had been a plateau of results that had actually depressed the previous year but now strategies were in place. MN informed those in both SEN and disadvantaged groups really struggled but they would continue with learning and attendance strategies.</p> <p>7.2 <b>How many in the SEN group are not also in the disadvantaged group?</b> MN guessed about 40 and CB explained some of them took entry level exams rather than GCSEs.</p>	

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	<p><b>When does Analyse School Performance post results?</b> MN informed this was not going to take place and there would just be the IDSR. Results for the disadvantaged this year were above national.</p> <p>7.3 Subject area results:</p> <ul style="list-style-type: none"> <li>• Citizenship – results had been as expected. There were now only 2 groups in year 11 and none in the rest of the school.</li> <li>• Latin – results had, as previously reported, not been good. This year there was a smaller cohort and lots of structures in place around it. They were teaching to the GCSE level 2 at the moment.</li> <li>• Spanish - results had affected the Ebacc figure.</li> </ul> <p><b>Had the teacher been here long?</b> It was the first time they had that particular responsibility and we have changed our strategy for the future.</p> <ul style="list-style-type: none"> <li>• Science – this department was in a far better place than both 2 and 1 year ago. There was still a lot of support in place. The results were significantly improved and there was more belief in the department and expectations were rising.</li> <li>• Maths – results had been good at the top end but not enough pupils gained 5+. RS said she would visit Varndean school as they had much better results. They were also reviewing having more doing the higher paper; however, this would be difficult as more sets would be needed and re rooming to accommodate larger classes.</li> <li>• English - had success in their levels 4 and 5 but not consistent at the top end. Predictions for one class again were not correct and were being addressed. Lots of pupils got college places and did not have to repeat the subject.</li> </ul> <p>7.4 Comparison with local schools. Governors observed the school appeared to have midway results with a small gap ahead but a vast difference from those below. MN informed the school improvement partner felt that as the upper confidence interval was at the top end of average it was encouraging.</p> <p><b>How come Dorothy Stringer Ebacc entry is so low?</b> MN informed it was the legacy of putting children into French in year 9.</p> <p>There were no other questions.</p>	
8	<p><b>**SCHOOL DEVELOPMENT PLAN (QE Sections)</b> Paper: School development plan.</p> <p>MN summarised that there was a big focus for children going out into the wider world and then the 3 sections for intent impact and implementation. The school self-evaluation form had been updated.</p> <p>Governors agreed that NM would be the governor link for section 1.2 and ASD, 1.3.</p> <p>MW added that staff would look at intent implementation and impact and check whether the milestones were understood.</p>	<p>ASD</p> <p>ASD</p>

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9	<p><b>REVIEW OF THE ANNUAL AGENDA</b> Paper: Draft Annual agenda</p> <p>The agenda was approved and dates of meetings changed: Monday 13<sup>th</sup> January now changed to 21<sup>st</sup> Tuesday January and 22<sup>nd</sup> June changed to 16<sup>th</sup> June.</p>	FGB
10	<p><b>CURRICULUM AREA PRESENTATION</b> for next meeting This was agreed to be mathematics.</p>	
11	<p><b>DRAFT TERMS OF REFERENCE</b> Paper: Draft QE Terms of reference</p> <p>This was agreed to be taken to full governing body for approval. JJ would send MW links to the newly qualified teacher statutory document guidance.</p>	# JJ
12	<p><b>ANY OTHER BUSINESS</b> There being no further business the meeting closed 18.48.</p>	

**ACTION SUMMARY**

	<b>OWNER</b>	<b>ACTIONS</b>	<b>DUE BY</b>
1	ASD SFS	Liaise re governor absence	22.11.19
9,4,3	ASD	Take to FGB for noting/approval	FGB
8,6	ASD	Liaise JM? Re circulation of SSE(SEF) and SPA report	15.11.19
8	ASD	Check governor monitoring of SDP (QE) in place	18.11.19
11	JJ	Send MW link to NQT statutory info	3.11.19

**Signature noted in minutes of meeting 21<sup>st</sup> January 2020**