

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

Meeting of:	Quality of Education Committee
Date/Time:	21 st January 2020 5pm
Location:	Patcham High School – Meeting Room
Distribution:	Governing body, website M Newman, M Warner, P Marsh , R Strong
Quorum	3 governors required for decisions to be binding. The meeting was quorate throughout.
Present:	Governors (voting) Sarah Fitzjohn-Scott (SFS) Natasha Marris (NM) Andrew Saunders (ASD) Chair of Committee Others (non-voting) Janet Johnson (JJ) Clerk to Governors Phil Marsh (PM) Director of English, observer Mike Newman (MN) Deputy Headteacher, in attendance Rachael Strong (RS) Assistant Headteacher, observer Mark Warner (MW) Deputy Headteacher, observer
Apologies:	Richard Eves (RE) - accepted

MINUTES

	DISCUSSION AND DECISION	ACTION
1	<p>INTRODUCTION ASD opened the meeting. Apologies were considered and the absence of S Horne and C Rafala was noted. No new interests were declared when invited and it was agreed all governors could take full part throughout.</p>	ASD
2	<p>CURRICULUM PRESENTATION : MATHEMATICS Papers: Tabled paper covering school priorities; department vision and results; quality of education re Intent, Implementation and Impact. Tabled paper with Year 11 mock exams.</p> <p>2.1 RS talked through the paper and took questions. Further information was provided.</p> <ul style="list-style-type: none"> • Progress 8 for maths was +0.26 overall, -0.08 for disadvantaged and boys +0.33. Those gaining levels 5+ had reduced by 5 percentage points; however, and focus remained on gaining the higher levels. • The department was still in a strong position and any new members of staff had support in place. • The deep dive by the School Partnership Advisor had been 	

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	<p>positive with the curriculum but to improve maths skills in key stage 3 this had been changed to include maths mastery. Now all pupils should be working to the same objective. We also wanted to make sure the year 9 had strong links to a 3 year key stage 3 national curriculum.</p> <ul style="list-style-type: none"> • The Mocks results had been positive. Those achieving level 4+ and 7+ had, for example, improved. • She had visited Varndean School and seen all their year 11 groups. The main difference was that they were pitching their lessons higher and possibly completing more practice papers. Practice at PHS had been amended as a result. • First year of statistics GCSE mocks were positive. <p>2.2 What do you mean by ignore behaviour issues? We observed at another school teachers ignored poor behaviour and focussed on those that wanted to learn. We are using the whole school behaviour system to maximise undisturbed learning.</p> <p>Is statistics timetabled or voluntary? Timetabled.</p> <p>Are the big class sizes for sets 1 and 2 so you get more pupils doing the higher paper? Yes. Recently pupils have done better in the higher paper. Varndean were more of a 50/50 split whereas we are similar to Dorothy Stringer and Blatchington Mill.</p> <p>If we continue to have more higher attainers in the school will you possibly have 3 sets? Yes. We are pushing for more to do higher level work earlier on.</p> <p>Are any new teachers teaching year 11? Our newly qualified teachers are not taking year 11 classes.</p> <p>Governors thought the situation sounded very positive and thanked RS.</p>	
3	<p>MINUTES OF MEETING Papers: Minutes 22.10.19 The minutes were agreed to be an accurate record and signed by ASD accordingly.</p>	
4	<p>MATTERS ARISING NOT REFERRED TO ELSEWHERE ON THE AGENDA All actions had been completed and there were no further matters arising.</p>	
5	<p>STAFFING and CURRICULUM ARRANGEMENTS/OPTIONS</p> <p>5.1 MN gave a verbal update and took questions.</p> <ul style="list-style-type: none"> • The option selection process would commence in March. • Languages continued to be unattractive but the school was encouraging take up of these where suitable and aiming for >50% on EBacc. • The Enterprise subject is doing well as were music and sport BTECs. Sport in particular he felt gave year 9 purpose and the assessors have given the school a positive response. It was looking as though having the BTECs was a good move for students and the school. • The school was currently slightly overstaffed in languages as a 	

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	<p>part-time teacher had been taken on to boost Spanish, in particular with speaking. He added that generally speaking the language was appearing to be a limiting factor in taking up a language.</p> <p>5.2 Why do we teach three languages? Historically because of existing staff skills and to maintain breadth of curriculum. You can offer two and some schools only offer one but Ofsted, from reading their reports, would criticise that as focussing on passing exams rather than giving the breadth of curriculum. It isn't because there are too many languages that the uptake is low; it is that locally it isn't considered by parents to be a priority. We need to try and develop that.</p> <p>What about Mandarin? It is getting the teacher. Anyone with other than English as a first language does the GCSE in their mother tongue.</p>	
6	<p>PROGRESS UPDATE, including DISADVANTAGED Paper: Year 11 RAP report, which included attainment profile, predictions and attainment in comparison with the previous year, all subjects, 7+ and attitude to learning and progress.</p> <p>6.1 Governors commented that the position appeared positive and upon further explanation ascertained that although Progress 8 could go up to +0.18 it was more likely to be near the prediction of +0.34 which would lift the school to the above average level that governors considered a better reflection of school.</p> <p>What are the barriers? MN informed that although we are saying progress will be steeper the barriers are the same as ever – attendance and conversion of our upper end grades. Another barrier is making sure a poor subject does not have a detrimental effect if it is in a critical section of EBacc. In discussion it was noted that EBacc entries were still a performance measure for Ofsted.</p> <p>As we have a higher proportion of upper attainers that bodes well? Yes. We have more students with 7+ targets and if they achieve 8 or 9 it will offset the lower, disengaged pupils that struggle for genuine reasons.</p> <p>6.2 Governors requested an update on the subjects showing the lowest predicted progress. MN informed:</p> <ul style="list-style-type: none"> • Latin. Focus and intervention has been reviewed. We decided not to have a level 1 qualification as we have to enter all of the group for the GCSE. The grade boundaries are very high; for example a grade 2 in Latin is a grade 5 equivalent in English. • French. This improved in the latter part of the previous year. Speaking practice needs to improve and that is our focus. Ofsted could have a line of enquiry regarding limiting factors for EBacc/language and our school still thinks it is right that children study languages. • Computer science. MN met with the teacher frequently and was hopeful the position would improve somewhat. There had been an overhaul of the previous scheme of work and a lot of 	

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	<p>training provided so overall the subject was in reasonable shape.</p> <p>If they are not taking a language, how do you ensure they are getting cultural capital? In discussion it was agreed this would be scrutinised as a presentation for the next meeting. See item 8.</p> <p>6.3 The report was accepted with thanks for its thoroughness. All concurred ceasing provision of any 3 year Key Stage 4 courses had been a good decision and noted that Ofsted were to at least a very high extent not judging schools to be higher than Requires Improvement irrespective of their progress 8.</p>	
	<p>**SCHOOL DEVELOPMENT PLAN (QE Sections) Papers: Governor report SDP items 3.1,1.2 and 4.3c</p> <p>Three governors had met with MN on governor day to scrutinise Intent, Implementation and Impact. The governor report was accepted and it was noted the areas covered were on track. Further reports would follow.</p> <p>What is happening with items not on track? MW informed these areas were connected with planning and delivering the teaching of high level vocabulary. As each department had not completed their planning to incorporate this at the time of the last review of the SDP it had been kept as red. MW explained how this teaching was incorporated into curriculum planning and how they knew it was going to be as challenging as it could be. Governors, that included those with teaching experience, could immediately see how this would appeal to pupils and MW confirmed, giving several examples, of how it had already been very successful.</p> <p>MW added there had been a lot of useful build up to the curriculum planning day when teachers had been with their team to build a challenging and cohesive curriculum that was fit for purpose, met the requirements of the National Curriculum, exam specifications and beyond. It had been a very successful part of the SDP</p>	ALL
8	<p>CURRICULUM AREA PRESENTATION Following discussion at item 6.2 it was decided that 'The wider curriculum' would be the topic of enquiry for the next meeting.</p>	MW/ASD
9	<p>AREAS OF FOCUS Paper: Areas of Focus (subjects) This had been covered in large part at item 6.2.</p> <p>How is science? Much better than last year. It is a cohesive team. All of the teachers and all of the students have done all 3 papers as part of the mocks and this is the first time this has been achieved. Students are more engaged.</p>	
10	<p>NQT POLICY Paper: Model policy. A clear way forward had not emerged and MW would follow this up. It was known there were a lot of changes imminent that were not taken into account by the model policy. The school bought into the local authority scheme for NQT induction and received updates.</p>	

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	The arrangements with the local authority would be further investigated (Action MW). NM would discuss with NQT support at the local authority. SFS would undertake discrete enquiries and report back.	MW NM SFS
11	<p>SPA VISIT – FURTHER REFLECTIONS Paper: SPA visit 27.9.19 The report was accepted. Governors commented that it had been a very useful and positive visit. They asked for an update on the recommendations. MN and MW responded:</p> <ul style="list-style-type: none"> • A number of ‘deep dives’ had been scheduled. • Progress with interventions had been flagged in the relevant documents, especially the SEF and other curriculum documents. • DEAR (drop everything and read) was looking to be improved by providing teaching assistant support and the possibility of phonics training. A governor offered support with delivery of phonics training.. <p>How do you monitor reading is at the appropriate level? Accelerated reader does that and also some head of years have their own tracking sheets. It needed to be relentless and PM MN RS all confirmed MW brought the matter up repeatedly in all manner of situations.</p>	
12	<p>CPD UPDATE Paper: CPD summary (tabled)</p> <p>The paper was accepted. It covered the use of inset days and other CPD covering: rebuilding the curriculum, its delivery; how to use coaching to be coached; using the Rosenshine’s principles of instruction; appraisal, safeguarding, reading, health and safety; far right awareness training. A list of additional CPD was also provided. All teachers would be attending the Festival of Education.</p> <p>MW informed all teachers could articulate where they were with their curriculum documents and the sequence of it so they could teach it. Implementation had all been based on the SDP. MW gave examples of speakers that had attended and their impact.</p> <p>Governors were pleased to note the extent and variety of CPD undertaken and how this would directly relate to school improvement.</p>	
13	<p>ANY OTHER BUSINESS There being no further business, the meeting closed 19.05</p>	

ACTION POINT SUMMARY

	OWNER	ACTIONS	DUE BY
1	ASD	Follow up re governor absence if required	
7	ALL	Submit governor day/other visit reports	12.3.20
8	MW/ASD	Arrange for presentation of required information at next meeting C Gormley	9.6.20
10	MW NM SFS	Investigate and report back with recommendations for evidencing statutory duty is met, and, if required, policy for approval.	12 th March (for FGB approval) or

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	OWNER	ACTIONS	DUE BY
			9 th June

Signature authorised at meeting 16.6.20