

**PATCHAM HIGH SCHOOL  
GOVERNING BODY MEETING  
MINUTES**

<b>Meeting Type</b>	<b>Full Governing Body</b>
<b>Date/Time:</b>	24 <sup>th</sup> September 2020 5.30 pm
<b>Location:</b>	Virtual meeting – MS teams
<b>For:</b>	Full Governing Body, Website, C Greenfield, M Newman, D Bonner
<b>Quorum:</b>	For decisions to be binding at least one half of current governors are required. The meeting was quorate throughout.
<b>Present:</b>	<p>Governors (Voting)  Richard Evea (RE)  Sarah Fitzjohn-Scott (SFS) Chair of Governors and Chair of this meeting  Jamie Guiver (JG)  Catherine Jordan (KJ)  Marc Ducroquet-Lavin (MDL)  Natasha Marris (NM)  John McKee (JM) Headteacher  Rebecca Ouassa (RO)  Michael Sandeman (MSD)  Andrew Saunders (ASD)</p> <p>Other (non-voting)  Di Bonner (DB) School Business Manager, in attendance  Caroline Greenfield (CG), in attendance  Janet Johnson (JJ) Clerk to Governors  M Newman (MN) Deputy Headteacher, in attendance for items 1-3</p>
<b>Apologies:</b>	Alex Sheppard (AS) – accepted Carmelo Rafala (CR) – technical difficulties Lee Wares (LW) Associate Member - accepted

	<b>DISCUSSION AND DECISIONS</b>	<b>ACTION</b>
1	<p><b>WELCOME AND APOLOGIES</b>  SFS opened the meeting and thanked everyone for attending. Apologies were considered. MSD would follow up any absences.</p>	
2	<p><b>DECLARATION</b>  No new declarations of interest were made when invited and all governors could take full part and vote throughout. All governors confirmed they were in a setting which afforded the privacy required.</p>	
3	<p><b>RESULTS PRESENTATION</b>  Paper: Outcomes, detailed summary</p> <p>MN talked through the detailed presentation which covered an explanation of the Centre Grading process, breakdown of results by subject and student grouping, attainment and progress trends, focussing on exceptions. From previous discussions governors were aware of the school's rigorous stance on calculating grades. Attainment 8 had improved on a realistic trajectory and progress 8 had also improved, at a slower rate. MN stressed it was a realistic</p>	

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	<p>assessment reached by professional means and students should be proud of their results.</p> <p>In the event and as highly publicised in the media, school assessments were accepted, except where Ofqual's own systems calculated grade was higher than the school had submitted, when the higher was applied. The school had 9 moderated higher and there was one appeal, which was granted.</p> <p>In January higher outcomes had been predicted but were tempered by the outcomes of the second set of mock exams. Disadvantaged students' progress lagged, the lowest results were in the SEND+Disadvantaged group. These results included those pupils at The Bridge or following alternative curricula or interventions. The school continued to operate a no-exclusions policy.</p> <p><b>Were the higher moderations on any particular subject?</b> No. I recall 2 art, 3 French and 3 chemistry.</p> <p><b>On what basis did you appeal?</b> Evidence was produced that a student was entitled to more support than would have been expected.</p> <p><b>Re school refusers that are still not attending: are they disadvantaged students?</b> Some are and it has an effect on results.</p> <p><b>If next year's exams go ahead will the results we have just had be used as a benchmark for comparisons?</b> I would like to think so. They are within the bounds of normal, although a little higher. We were mid-table on that, it would seem, particularly locally.</p> <p><b>Will this year's year 11 be at a disadvantage?</b> It may be exam boards will have to discount this year when determining grade boundaries etc. No one can be expected to make up for that much time away from school. We are awaiting the outcomes of consultations re exam dates and content is under discussion. We knew we wouldn't be held to account by DfE or Ofsted. Our results have been very fairly allocated. They are the best grades on the evidence we had and the students should be proud. Any potential devaluation will be short-lived as they move on in education.</p> <p>MN was thanked for the thorough and useful report, which was accepted, and left the meeting.</p>	
4	<p><b>HEADTEACHER REPORT</b> Paper: Headteacher report; Chart of Accounts and outturn as at 18.9.20.</p> <p>4.1 The report covered: return to school; protective measures; timetable and bubbles; contingency planning for 4 different tiers of local lockdown; pupil numbers; attendance; student and staff welfare; building work; school development plan priorities and headline results.</p> <p>4.2 JM was invited to comment and talked through the report. He also updated governors with actions taken since being notified of a student testing positive for Covid an eventuality which had been thoroughly planned for. JM then gave detailed explanations and timeline detailing how the plan was followed in accordance with the guidelines advice</p>	

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and instructions from the DfE, Public Health and the local authority. The explanation included communications with parents, staff and pupils.

4.3 Governors had noted that despite the school following instructions to the letter, there had been some criticism on local social media regarding the number of pupils sent home. **Would it help to have further emphasis that the decision is not made by the school?** In discussion, governors acknowledged keeping communications consistent, short and simple had benefits, particularly in situations where conflicting advice in the media was common. JM had followed up where he could to allay fears. JM added he had been bombarded by people who had complimented the school on handling the situation well. Governors could confirm that that had been their observation and thoroughly supported the actions. From their experience it appeared all had been done correctly. It was acknowledged that with 1100+ in a small environment there would be at some point some cross contamination unless there was tighter control in the public domain.

4.4 Attendance/contingency

This has dropped from 98% on the first day to around 90%. **How does this compare with elsewhere across the city?** Other schools are in a similar position. We are keeping in contact with parents and not yet fining. The contingency plans were in place and this was reflected in the approach to homework that was being set on MS Teams so pupils would be prepared if remote learning were to be introduced.

4.5 JM informed teaching and learning was back on track. The curriculum had been slightly changed but in most subject areas students were being taught from their year appropriate curriculum. In a few weeks they would be assessed and this would be reported back to parents from which feedback would be available on-line.

4.6 School development plan priorities

The plan was in course of formulation. An interim plan to get back on track was in place. The priorities were: high quality teaching for all; targeted academic support and finally; wider strategies to support students in the year ahead. The plan would be forwarded for governors' comments and agreement as to monitoring, within the next few days.

4.7 **How are teachers coping with moving classrooms? Is staff welfare reasonable?** JM explained SLT were acutely aware of this and the challenges presented. He explained the situation, including the mechanisms for feedback and resulting actions. Some things could not be changed and some would be ongoing. Albeit early in the year, some staff were tired.

A comment was made that some teachers had found it easier than expected but there were concerns about the impact on students staying in the same room. Governors ascertained that these concerns

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	<p>were surrounding the possible impact on behaviour as the term progressed. They wondered whether it would be prudent to ask parents and pupils how they were coping. A member of staff reported that DB and JM had been incredibly supportive and diligent in their planning and communications.</p> <p><b>4.8 How is the Business Manager's team managing with all the extra work involved with Covid admin, site preparation and supervising dining etc?</b> DB informed that the team had all done very well and pulled together. Building work supervision had increased and would do further when the 32 week Canteen build started. Some members had had a lot of stress and the IT team had risen brilliantly in response to a very much increased work load. Most of the team had only had one week off since February so she was keeping a check on wellbeing and work schedules.</p> <p>Governors expressed their concern about lack of rest and wanted to be able to support the team. They asked what they could do to assist. JM acknowledged that all staff had committed to do their best for the children and were really pulling out all the stops.</p> <p>A member of staff added that feedback forms were scrutinised by the Workload and Wellbeing Team. The section relating to what was going well was all about the children. Children were feeling safe and working as hard as staff to make the most of the situation. Governors observations were that pupils were very positive.</p> <p>Governors all recognised with thanks that there had been a huge level of planning and organisation.</p> <p>The report was accepted.</p> <p><b>4.9 Budget monitoring</b> The budget papers were noted. RE reported that it was a positive situation and the budget was on track. DB was invited to comment and she confirmed the position looked reasonably positive. There were caveats; lets had not recommenced and cleaning materials were costing £3,500 per week so we do not know for how long it will be in credit.</p> <p>Governors supported the priority of keeping the school as safe as they could for staff and students rather than instigating lets. DB would report to RE monthly on the budget and also when she was recommending a change in position regarding the lets.</p>	<p>RE DB</p>
<p>5</p>	<p><b>CHAIR's REPORT</b> Papers: Instrument of Government; training list</p> <p>SFS took the opportunity to thank the team at PHS and the governors for their support of the school and to say that in these very unusual times that JM and the team were doing the best they could in a difficult situation.</p> <p>To keep to time on the meeting, governing body organisation and allocation of roles would be discussed outside of the meeting.</p>	

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6	<p><b>ANNUAL DECLARATIONS</b> Papers: Declaration of interest guidance and form for completion and return; Keeping Children Safe in Education 2020; Declaration of Eligibility; Acceptable use of IT Policy; Governor Code of Conduct; Health and Safety Policy; Privacy Notice</p> <p>There had been no queries with the papers. Members of the governing body who had not already done so were requested to send in the declarations by 28<sup>th</sup> September. JJ would update SFS.</p>	
7	<p><b>MINUTES FROM LAST MEETING AND MATTERS ARISING</b> Papers: Minutes 15.7.20 The minutes were agreed to be an accurate record and signature authorised accordingly. The action list summary was updated.</p>	
8	<p><b>RECOVERY AND CONTINUITY</b> Paper: NGA guidance – recovery and contingency</p> <p>A governor had checked the governing body had completed work/raised queries suggested by the guidance and reported that a lot of the items had been dealt with.</p> <p><b>Are you planning to use the £80k catch up on anything in particular?</b> We will link it to the coaches we will use as we have lost the year 7 catch up premium. We have an additional coach in maths and science. This is in accordance with the suggestions of the Education Endowment Fund. Funds will also be used for equipment to enable access. Much has been spent already. Ruth Astley has run the pupil premium budget and she is now overseeing the catch up funding and any national tutoring programme.</p> <p>Governors requested Ruth attend the next meeting of the Full Governing Body to present on pupil premium impact and plans.</p>	JJ
9	<p><b>GOVERNOR REPORTS (visits/training)</b></p> <p>There were no visits to report. Governors had been keeping in touch by other means.</p> <p>JJ would circulate the training schedule and drew governors' attention to the NGA learning link online training facility.</p>	
10	<p><b>GOVERNOR VISITS THIS TERM</b> Governor responsibilities continue despite the Covid situation; which represented a challenge not only in the need to keep the number of adults in the school down to strictly necessary only but also not to add to the school's workload. A different approach was needed and Chairs would meet to discuss this and other organisational matters, such as further induction of newer governors and making the most of all governors. ASD would set up.</p>	ASD
11	<p><b>ANY OTHER BUSINESS</b> The re co-option of CG would go on the next agenda.</p> <p>With a final thank you to all staff, the meeting closed at 19.15.</p>	SFS JJ

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Item	Owner	Action	Due by
15.7.20		Update 24.9.20	
3.2	SFS RE	Discuss how to tackle remaining issues. Update JJ	
4.1	MSD MDL	Liaise re induction needs. <del>JJ to send information.</del>	ongoing
4.4	ALL	Contact JJ if interested in training and development role	Outside meeting
5.1	SFS JM	Take forward re governor strategic involvement in strategic priorities. Approval in Sept	FGB Sept
5.2	RE SFS JM	Take forward re governor approval/ratification of any changes to staffing structure to ensure compliance. Review system.	FGB Sept
5.6	JM BAPD	Submit new behaviour policy to BAPD or FGB for noting.	ongoing
6.1	KJ SFS	Consider suggested new role of Equalities governor	Sept
10	ALL	Inform SFS re committee/role preferences	20.8.20
24.9.20			
4.6	SFS	Continue to oversee governor strategic involvement in strategic priorities. Receive SDP and allocate roles	
4.9	RE DB	Note re budget info and letting	
8	RE JJ	Invite Ruth Astley to present on pupil premium at next FGB. Liaise re info needed.	
10	ASD	Set up chairs meeting	
11	SFS JJ	Re- co-option CG for next meeting - agenda	14 .1.21

Signature approved at meeting 21/1/21