

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

Meeting of:	Quality of Education Committee
Date/Time:	1 st December 2020 5pm
Location:	Virtual – MS Teams Host JJ
Distribution:	Governing body, website, M Newman, M Warner
Quorum	3 governors required to be present for decisions to be binding. The meeting was quorate throughout.
Present:	Governors (Voting) Sarah Fitzjohn-Scott (SFS) from item 5 Jamie Guiver (JG) Steve Horne (SH) from item 5 Catherine Jordan (KJ) Natasha Marris (NM) Andrew Saunders (ASD) Chair of QE Committee Richard Evea (RE) Other, in attendance (non-voting) Janet Johnson (JJ) Clerk to Governors M Newman (MN) Deputy Headteacher M Warner (MW) Deputy Headteacher
Apologies:	M Ducroquet-Lavin - accepted

MINUTES

	DISCUSSION AND DECISION	ACTIONS
1	WELCOME, APOLOGIES AND DECLARATION OF INTEREST ASD opened the meeting. The full committee was present. No new declarations of interest were made. All governors could take full part in the meeting.	
2	CHAIRING OF COMMITTEE ASD was appointed Chair of the committee for the academic year.	
3	MINUTES OF MEETING AND MATTERS ARISING Paper: Minutes 16.6.20 <ul style="list-style-type: none"> • The minutes were agreed to be an accurate record and signature authorised. • The action summary was updated. • The NQT policy would be received and considered outside of the meeting by the committee, which would make the approval recommendation to the next meeting of the full governing body. • There were no further matters arising. 	ASD
4	TERMS OF REFERENCE Paper: Terms of reference 2019/20 <ul style="list-style-type: none"> ❖ The terms of reference for this committee were approved without amendment for a further year. 	

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

	DISCUSSION AND DECISION	ACTIONS
5	<p>GOVERNOR MONITORING</p> <p>5.1 LA training feedback. A governor passed on key messages from a training session recently attended relating to governor monitoring during COVID 19. The focus remained on supporting headteachers. Schools were to receive essential visitors only and a variety of methods of continuing governor monitoring had been discussed. The impact on attendance generally and the delivery of subjects that may have shared equipment were put forward as areas of focus. JJ would circulate the notes.</p> <p>5.2 Progress of disadvantaged students Two governors had met virtually with Ruth Astley and a full report would be circulated. In summary:</p> <ul style="list-style-type: none"> • All disadvantaged students now had access to a laptop or tablet. Governors realised getting so many from the DfE had been a phenomenal task. Homework clubs had been established. Advocates were working to identify other barriers to attendance. • More coaching in English, maths and science (and to extend more to years 7, 8, 9 and 10) was identified as being priority if increased funding were available. • The Covid catch up premium expenditure had not yet been decided other than having the central strategy as using the National Tutoring Programme. There were staffing implications. • CPD was good. • Discussion had surrounded the disappointing performance of disadvantaged students and addressing any possible inadvertent bias. There was no evidence of racial bias and the interventions relating to inspiring girls continued. <p>RE and NM would take forward the recommendations.</p>	<p>ASD</p> <p>ASD</p> <p>RE NM</p>
6	<p>TEACHING & LEARNING</p> <p>Paper: late paper on Recovery Plan.</p> <p>MW had already circulated the recovery plan paper and was invited to give a further brief overview.</p> <p>6.1 Day to day teaching and learning A very candid insight into life in school at the moment followed. This included description of the practicalities of teaching/monitoring teaching, morale amongst staff and students, the impact on behaviour and learning from lack of school in the summer term and reduced learning times now because of Covid/cleaning protocols. Actions taken had included greater focus on priorities and a sense of urgency particularly with years 10 and 11 was emerging. New staffing positions were being considered.</p> <p>6.2 Developments re online learning The use of online learning for each year group was described and explained. The content was being updated and a bank of staff was available to answer questions from students. Feedback from parents had been mixed regarding the suitability of the Oak Academy lessons for Key Stage 3.</p>	

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

	DISCUSSION AND DECISION	ACTIONS
	<p>Plans were in place should the whole school need to close.</p> <p>Teachers were exhausted. Governors could understand why and were full of praise. A governor who was also a parent, had found the amount of challenge for teachers very illuminating and wondered whether it would help if parents knew more about what was going on behind the scenes. MW really appreciated the feedback.</p> <p>6.3 CPD The rigorous appraisal system remained in place. Targets related to improving teaching and access to learning both in school and remotely. A selection of CPD was listed along with the recording of it and how the information was used. Popular at the moment were 'breaking things down into small steps' 'modelling in class' and 'questioning'.</p> <p>MW was thanked for the excellent overview.</p> <p>Is the MA programme still running and is anything interesting coming out of it? Finding time and energy in staff to complete CPD has been tough. It has been impossible to build a cohort for next year as the University was unable to express how it would look like.</p> <p>Are there sufficient opportunities to celebrate things that are particularly good or outstanding? MW we could look at that.</p> <p>Governors thanked and congratulated the awe inspiring work from staff led and managed by the outstanding SLT. Governors who were staff added that it helped that there was recognition of their situation by the SLT.</p> <p>6.4 Recovery plan The plan document was accepted. It listed actions and impact monitoring for the autumn and spring terms. MN added that to address the difficulties in some way and to take into account movement to a phased return to 'normality' an alternative timetable, including some subjects that were currently unable to be taught, was being drawn up.</p> <p>The challenges were around behaviour in year 8 stemming from low literacy rates, within the disadvantaged students and those with more SEN needs. The school was considering how best to use the National Tutoring Funding. Draft plans were outlined, mainly re reading, and these would be discussed more at the next meeting.</p> <p>Do you sense that the challenges we are facing are the same as other schools? MW explained that as part of the challenge partnership hub they had met. Primary schools were having issues with reductions in attention span and writing resilience. Secondary school attitudes they described we recognise here. There are similar issues across the city.</p> <p>You speak about teacher fatigue – will the new posts be relief for teachers? MW responded that it was difficult to ask a teacher to do more than they do currently. We do have the funding to employ the reading teacher. We can build up staff to build up the capacity, overseen by a</p>	

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

	DISCUSSION AND DECISION	ACTIONS
	<p>lead teacher in English. We can only train 6 initially. They get to know the programme and when we roll it out next year we train an additional 2 or 3. We are looking at those who have a bit of capacity at the moment.</p> <p>Some of the schools with the NTP funding have looked at using their own staff to administer training. Would that work? MW They have to register with NTP providers and we have been looking at what to buy in and what to use from in-school.</p>	
7	<p>FLEXI SCHOOLING Paper: Flexi schooling guidance</p> <p>The paper, which included possible governor involvement, was noted.</p> <p>MN confirmed flexi-schooling was very carefully regulated. There were only 2 at the school. It tended to be used for students with SEN needs or school refusers. The resources available for it were very limited.</p> <p>Have you had any pupils withdrawn in favour of home education? Yes. This is often out of frustration but they would have to justify that and ensure it is administered. It is different from flexi schooling.</p> <p>A governor recalled that as a city there had been many withdrawals due to Covid. MN informed this school had not had that response.</p> <p>Another governor had had experience in flexi-schooling, finding it useful in certain circumstances and offered assistance. RE would liaise with MN.</p>	
8	<p>DATA UPDATE Paper: Mock exam analysis</p> <p>MN gave further information and took questions.</p> <p>8.1 Parents evening arrangements. MN gave details of the arrangements for each year group and fed back from the meeting held recently. The difficulties arising from IT problems were acknowledged as were the benefits of having a fixed time slot. Governors gave credit to the school for trying to do something new and giving parents a personal experience. They looked forward to hearing how they went.</p> <p>8.2 Assessments and reporting. The assessments for year 11 mock exams were described and the process for reporting explained. It took into account government decision making over 2020 exams.</p> <p>The analysis paper was accepted. 2020 performance was slightly lower than 2019 and more akin to 2018. The encouraging items were flagged – science, level 4 maths but English had lagged. As discussed above, disadvantaged performance was much lower than would be wanted and reflected the lack of engagement since March 2020.</p> <p>The data would now be used to prepare students so they could build on their existing learning. Intervention for non-core subjects was being formulated and English maths and science already had coaches.</p>	

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

	DISCUSSION AND DECISION	ACTIONS
	<p>Is there any way we can gauge the national picture, particularly with the disadvantaged pupils? MN advised there was no substantial data. Schools would not be publishing internal data. From school to school support e.g. with challenge partners around the country, we are all grappling with the same thing. The general trend is that there is lost ground. Plans are in place and schools are doing all sorts of interventions. But there are no hard data.</p> <p>Has there been further talk about the limited extent of exams? MN informed there had, although only a few adjustments had so far been made and some consultations had been reopened. Nothing was definite but more was expected shortly.</p>	
9	<p>SCHOOL DEVELOPMENT PLAN (QE Sections) Paper: School development plan Nov update.</p> <p>It was considered the items relating to remote and blended learning, coaching and CPD had been addressed earlier in the meeting. Greater scrutiny would take place at the next meeting.</p>	
10	<p>CURRICULUM AREA PRESENTATION</p> <p>A governor informed that the school improvement partner had been very impressed by the improvement return plan. The report would be forwarded when it was to hand.</p> <p>The curriculum area presentation would be discussed outside of this meeting.</p>	SFS
11	<p>REVIEW OF THE ANNUAL AGENDA Paper: Annual agenda plan. No changes were proposed to the annual agenda.</p>	
12	<p>ANY OTHER BUSINESS Thanks were extended to all. There being no further business, the meeting closed 18.42</p>	

	OWNER	ACTIONS	DUE BY
3	ASD	Oversee NQT policy consideration. JJ take to FGB	
5	RE NM	JJ to circulate. Review and take forward recommendations from visit.	
5.2 x 2	ASD	Note for staffing structure/ SDP/Budget discussions	
10	SFS	Circulate SPA report when received	

Signature authorised at meeting 14.6.21