



**Full Governing Body Meeting  
Tuesday 13<sup>th</sup> December 2016 at 5pm  
Robertsbridge Community College**

<b>Present</b>	<b>Initials</b>	<b>Attendance</b>
Lynton Golds, Interim Headteacher	LG	✓
Karen Marr, Chair	KM	✓
Vanessa Everett	VE	✓
Gus Murphy	GM	Apologies
Paul Webster	PW	Absent
Kathy Robinson	KR	✓
Stephen King	SK	✓
Ellie Whitehead	EW	Apologies
Hannah Goldsmith	HG	Apologies
Nicki Jacobs	NJ	✓
Alison Ambrose	AA	✓
<b>In attendance</b>		
Jacki James, Acting Deputy Headteacher	JJ	✓
Lynne Phillips, Assistant Headteacher	LP	✓
David Evans, Business Manager	DE	✓
Shaun Pottern	SP	✓
Kirsten Launden	KL	✓
Kate Davies, Clerk to Governors	KD	✓

<b>Agenda Item</b>	<b>Discussion and Decisions</b>	<b>Action</b>
	<b>Welcome from the Chair</b> KM opened the meeting. KD clerked the meeting.	
<b>FGB131216/1</b>	<b>Middle Leader Presentations and Questions</b> <b>Design Technology Shaun Pottern</b> Where are we now? Stable staff Steady uptake of students Accommodation good Good results  Forecasted results were slightly higher than actual. Met 50% at 4 levels progress with just over 80% at 3 levels progress  The data presents big percentage swings because of student numbers (10 students in the 2016 year group) which led to being 10% out in a couple of cases.  There has been an upward trend with A*-C since 2012 RAISE comparisons: Against all centres RCC was 40% above the average in Food	SP & KL to email presentation slides to KD to be added to 365

	<p>technology Graphic products &amp; Resistant Materials showed no statistical difference</p> <p><b>Governor Challenge</b> <b>What do you attribute the 100% in Food Technology to?</b> A good set of students who worked steadily</p> <p><b>Governor Challenge</b> <b>Is the food tech syllabus quite practical?</b> Currently, yes. We are changing syllabus so next year's students will have 1-9 grading. This has meant that the course has moved more towards scientific approach with an investigation, practical and exam. Current year group are 60% course work, 40% exam</p> <p>Successes Food tech +2.7 residual Graphics 100% LAC 4 levels of progress</p> <p><b>Governor Challenge</b> <b>Why do you think the forecast for A-A* was inaccurate?</b> I think we were focussing on the A-A* rather than the 4 levels of progress.</p> <p><b>Governor Challenge</b> <b>But the CDP last year was based on 4 levels of progress so why weren't you?</b> I think we had the wrong take on it but have a better understanding now with all the information available to us. Textiles was the most accurate forecasting</p> <p><b>Governor Challenge</b> <b>How can we get forecasting to be more robust?</b> JJ explained to the FGB that it is difficult to make forecasting more robust when you are working with such a small cohort because of the large percentage value of each student.</p> <p>Mock results We have been very conservative when marking and have 78% A*-C. 4 levels of progress is down to 30% and students that are borderline (minus 5 marks from the border) have been taken down to the grade below.</p> <p>Current Y11 has 2 GCSE groups – Food Technology, Resistant Materials, Graphic Products and Textile Technology Y10 structure is Food &amp; Nutrition, Product design, Textiles technology Y9 (Currently 2 groups – 1 group will do 1-9 GCSE &amp; small group of low attaining students will do AQA technical award) Food &amp; Catering, Design Technology, Materials technology</p> <p><b>Governor Challenge</b> <b>Is the technical award not a GCSE?</b> No, it's equivalent to a GCSE and it is being approved for the Progress 8</p> <p><b>Governor Challenge</b></p>	
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	<p><b>Was that decision taken because those students will be able to access it better than the GCSE?</b> Yes, the core GCSE would spread their knowledge too quickly. The Technical Award is 30% coursework, 30% practical, 40% exam</p> <p>Future offering Next year's Y9 I would like to have Food &amp; Catering, Materials Technology, Textiles and fashion</p> <p><b>Governor Challenge</b> <b>What is your major challenge in the year ahead?</b> Ensuring 4 levels progress <b>Governor Challenge</b> <b>How will you do that?</b> By focussing on progress data &amp; targeting borderline students with gap analysis and additional work. <b>Governor Challenge</b> <b>Did that not happen in the previous year?</b> Not in the way that it is happening this year. <b>Governor Challenge</b> <b>Do you need any additional support?</b> I need to think about class sizes going forward.</p> <p><b>Art Kirsten Launden</b> In art, we try to personalise learning to suit the students that we have. Our areas for improvement are securing 4+ levels of progress for higher attainers and ensuring that the boys progress balances with that of the girls.</p> <p>We have far more girls taking art and design – 20 girls and 3 boys in current GCSE group.</p> <p>2016 forecast A-A* 17% actual 6% A*-C -89% actual 81% Some of those students made 4 levels of progress but their outcome was a B and not an A because the A target was very aspirational</p> <p>KL highlighted that the adage that you can be good at art and not other things does not ring true as KL has not had students achieving A/A* who aren't achieving well in other curriculum areas</p> <p>2017 - PPG student forecast 100% 3 levels progress 37.5% 4 levels of progress No forecasts have been changed from mocks because the way we run the mocks tends to give an outcome of 1 grade lower than where their class work indicates they should be.</p> <p>Intervention is targeting students with specific skill activities for their sketch book as these books contribute to their final outcome. The assessment criteria also include the written annotations in student's sketchbooks so we have focussed on this skill too.</p>	
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	<p>A trip to Paris has been organised for students who have worked consistently hard. This trip will take place during their exam preparation time &amp; KL will try to steer students towards projects that will lend themselves to the final exam.</p> <p>KL identified the weakness with boys being that they haven't really learned to draw. This year we can sidestep this issue using photography and IT but next year when the syllabus changes there is more of a drawing focus. KL shared some current student print making work in which used wood cut portraits had been created based on portrait photography. Printing allows marks to be gained for experimenting with colour and materials.</p> <p>PPG – Art packs have been subsidised so that students have access to suitable materials.</p> <p>The future As a department we have always been strong on our marking but are feeling less sure about the new 1-9 system.</p> <p><b>Governor Challenge</b> <b>Where can we get support from?</b> We can't because we don't have any examples of what a grade 7 looks like. The following year we will have evidence to base our forecasts on.</p> <p><b>Governor Challenge</b> <b>Have there not been any pilots?</b> No and we can use our professional judgement but it's not complete</p> <p><b>Governor Challenge</b> <b>Are there any other challenges?</b> IT. Trouble booking rooms and trouble with the technology when we get in there</p> <p><b>Governor Challenge</b> <b>Are you not using tablets?</b> We don't have anything like that and they are shared items so you can't rely on them being fully functioning. As a result, Jasmine and I spend a lot of our own time editing and preparing work for printing before exams. The students would be able to do this on their own if the technology was available. If you're talking about work related learning, it is vital for what they will be going on to do.</p> <p>The Chair reported that it is part of the ICT plan.</p> <p><b>Governor Challenge</b> <b>Do you think that lack of ICT is a reason why you don't have many boys?</b> I think that it is partly due to both the art teachers being female</p> <p>The Chair recommended that KL put a bid together and present it to SLT.</p> <p><b>Governor Challenge</b> <b>Do any of the students take their work home to use technology</b></p>	
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	<p><b>that they have there?</b> Some do</p> <p><b>Governor Challenge</b> <b>Are there licenses for RCC to buy?</b> Yes and we do have the appropriate licenses. We have bought digital cameras and the Photoshop software for PPG students. It is given out to students who are genuinely going to use it.</p> <p><i>SP &amp; KL were thanked and left the meeting at 17:45</i></p>	
<p><b>FGB131216/2</b></p>	<p><b>Procedural</b></p> <ul style="list-style-type: none"> <li>a. Apologies for absence – see above</li> <li>b. Declaration of pecuniary/business interests in items on the agenda – There were none</li> <li>c. Safeguarding – There were none</li> <li>d. H&amp;S urgent issues – There were none</li> </ul>	
<p><b>FGB131216/3</b></p>	<p><b>Headteacher’s Report</b> The Chair reported her pleasure at the comprehensive report that the SLT have produced.</p> <p><b>Governor Challenge</b> <b>Can you give us a summary of your findings so far?</b> The Head reported that becomes more of an item when we look at the SEF. The HT’s report is designed to bring you up to speed about the actions which have taken place since the last meeting. We have taken it as key areas of responsibility and each member of the SLT has given a flavour of what has been going on in each area. We have brought Hannah Powell on to the team and she is managing her own department of Maths and line managing English</p> <p><b>Governor Challenge</b> <b>Walking around, is there a lot of learning taking place?</b> Yes, we are a good school and the challenge now is what do we do to continue on to outstanding? Our Grade 2 has been recognised by the LA The Head reported that attendance is a key issue as RCC is below the government’s 94%</p> <p><b>Governor Challenge</b> <b>Isn’t that a reflection on what’s happening in the classroom?</b> It can be but it can also be symptomatic of other issues at home that are preventing them from getting in</p> <p><b>Governor Challenge</b> <b>Has this analysis been undertaken?</b> No, it is starting in Term 3. We will undertake a deeper analysis but it needs to be recognised that many of our students who do not attend are students who were known to ESBAS at primary school. It is not that they come to RCC and stop attending.</p> <p>The Head reported that, in her opinion, the best approach is to effect change in a small number of areas.</p>	

	<p><b>Governor Challenge</b>  <b>We have just had a department presentation that was dry and if that is a reflection on the teaching, it's no wonder the students are absent.</b>          The Head disagreed with this statement and asked the FGB to reconcile the absence data with the results that RCC is getting. RCC is getting better results than many schools within the LA and the country</p> <p>Concern was expressed by a member of the board regarding KL being unsure on what the 1-9 gradings will look like. JJ reported that KL's concerns were raised at a conference and all schools are in the same situation.</p> <p>The Vice-chair reported that she considers standards of teaching and learning to be high but considers RCC's attendance problem lies in the fact that the catchment area is so broad that it has a disproportionate amount of students who travel in by train &amp; bus.</p> <p><b>Governor Challenge</b>  <b>Can you give clarification on the adverts for the teaching assistants?</b>  <b>Is there a vulnerability to being able to cover all the teaching staff requirements?</b>          No, we are fully staffed and take appropriate action for recruitment as required.</p> <p>The Head reported that the appointed a Data &amp; Communications Manager is experienced and currently works at Beacon College. The Data officer starts this Friday</p> <p>The Chair reminded the GB that the Head's report is meant to be driven by the governors and urged them to identify any additional items that they would like to be in it.</p>	<p>KM &amp; SK to work on developing the requirements for dept head's presentations – feb moderating day</p>
<p><b>FGB131216/4</b></p>	<p><b>SEF Review</b>          The Head explained that the SEF is an opportunity for key stake holders in the school to reflect and to identify areas for development. She reported the following:</p> <ul style="list-style-type: none"> <li>• it is not unreasonable to expect that Ofsted will come soon as the last inspection was in 2013.</li> <li>• This format is the Ofsted recommended format</li> <li>• It is one of the key documents that HMI would like to see before they arrive for the inspection.</li> <li>• an overview of where the SLT think RCC is has been given followed by a more detailed response under each of the Ofsted outcome categories.</li> <li>• an Ofsted grade has been given for each of the areas based on</li> </ul>	<p>KM &amp; SK to work on developing the</p>



	<p>* Enabling more lessons to become good and outstanding by increasing the level of access and challenge</p> <p>* Ensuring all students make good or better progress across all subjects particularly disadvantaged students; those with low prior attainment and high prior attainment.</p> <p>The Chair reported that there will be a 5<sup>th</sup> bullet point to reflect governance improvement</p> <p>The Chair urged the FGB to become familiar with the SEF as this will put them in a stronger position to support and challenge.</p>	
<b>FGB131216/5</b>	<p><b>In Depth Focus: Y11; Y7</b></p> <p>Deferred to January</p>	
<b>FGB131216/6</b>	<p><b>Model Curriculum</b></p> <p>JJ reported that these changes need to be looked at in line with timetabling and the feedback from the Middle Leaders</p> <p>Deadline is 6<sup>th</sup> January and we might look at changing the dates for the option choices.</p> <p><b>Governor Challenge</b></p> <p><b>What impact does that have on the option choices?</b></p> <p>None. January is quite early.</p> <p>JJ shared presentation</p> <p>Schools nationally are not pushing the Ebacc and whilst RCC will still offer it, we will not be funnelling them towards it.</p> <p><b>Governor Challenge</b></p> <p><b>Please clarify Progress 8</b></p> <p>8 subjects in 3 buckets</p> <p>Bucket A – maths &amp; eng lit &amp; lang (worth 4 subjects)</p> <p>Bucket B – science, humanities, languages, computer science</p> <p>Bucket C – open element</p> <p>Move to 3 option blocks from 4 and classes with less than 20 students may not run.</p> <p>Removal of some subjects with traditional low numbers (eg, German)</p> <p>RE will be returned to core</p> <p>The open block element is where we need to improve and putting RE in will help with this.</p> <p>KS3 we have 6 classes. This will change to 5, with 6 in year 10 &amp; 11 for maths &amp; English. This will mean less specialist teaching in KS3 maths.</p> <p>Science to have 6 groups in Y11 with 5 in KS3. This will mean fewer</p>	<p>JJ to email presentation to KD to be put onto the sharepoint</p>

	<p>science lessons but all taught by scientists.</p> <p>PE to be moved to core and given extra time BUT department needs support. PE must lead to a qualification or the time given to another subject, possibly PSHE.</p> <p><b>Governor Challenge</b> <b>RCC doesn't have a choice over this because of the budget cuts. What impact does this have on teaching staff?</b></p> <p>Over 3 years I am creating a surplus but they come from different areas. There will need to be teachers teaching outside of their specialism.</p> <p>JJ reported that she has started to do a second subject audit.</p> <p>The Vice-chair recognised the work that JJ has put in to this and reported that the benefit to RCC over the 3 years is that there will be gradually more money to improve learning outcomes in the classroom. In an average school, staffing costs run at 74% of the budget but at RCC this figure is at nearly 90%.</p> <p>There is 2.5 hours tutor time each week and the students reported that they would rather be in lessons. For future years, this may need to be looked at with a consultation</p> <p>The Chair thanked JJ.</p>	
<b>FGB131216/7</b>	<p><b>Progress 8</b> <b>Un-validated Raise on line</b> Summarised to SEF</p>	
<b>FGB131216/8</b>	<p><b>Minutes of the meeting of 15.11.16</b> The minutes of the meeting of 15<sup>th</sup> November were signed as a true and accurate record of the meeting. <b>Matters Arising (Action Points):</b> All actions from the agenda were addressed with the exception of sharing of the SEN audit and the geographical analysis of the homes of absent students</p>	
<b>FGB131216/9</b>	<p><b>Vice Chair Vacancy</b> Purpose: nominate/appoint interim VE to step in for the interim. FGB in agreement</p>	<p>Succession planning FGB training re challenge for new year</p>
<b>FGB131216/10</b>	<p><b>Policies</b> Purpose: Ratify and adopt the following: Social Media Policy and E-Safety Policy <b>Governor Challenge</b> <b>Do you feel that the policies reflect what happens at RCC?</b> Yes but there is always more that we can do. Especially with E-safety. We have a parents' event in Term 3</p>	

	<p><b>Governor Challenge</b> <b>How do we find teachers buy into this?</b> It is part of the teachers code of conduct and we do not have any issue with staff misuse of social media</p> <p>Sex and Relationships Policy – Statutory <b>Governor Challenge</b> <b>Is there any pupil voice done in regard to this?</b> Laura Linch did some regarding PSHE. Students would like more consistency of marking but on the whole students enjoy PSHE.</p> <p><b>Governor Challenge</b> <b>Is it taught in a class group or mentoring group?</b> Class group, one a fortnight. PSHE, Citizenship, SMSC are all drip fed through other lesson and assemblies</p> <p>Data Protection Policy – Statutory <b>Governor Challenge</b> <b>How confident are you that students’ files are kept up to date?</b> Behaviour records are updated daily, safeguarding files are robust and we were audited this term and reported to be robust.</p> <p><b>Governor Challenge</b> <b>What happens with paper files?</b> They are locked away. Once the issues have been resolved, the information is put onto SIMs and paperwork put into their folder. We then keep these until the students are 25</p> <p>Charging Policy - Statutory Paid and Unpaid Leave Policy Governor Expenses Policy Scheme of Delegation - Statutory Teaching and Learning Policy – deferred to January Crisis Management – policy reflects the changes that RCC has been working on this year</p> <p><b><i>All the above policies were agreed with the exception of Teaching and Learning which has been deferred</i></b></p>	
FGB131216/11	<p><b>Safeguarding Governor report</b> Purpose: Feedback KR asked if all had read the report</p> <p><b>Governor Challenge</b> <b>Did you look at the single central record?</b> No, I looked in Term 6 and will look again when it is transferred to the online system in the new year. LP reported that the software is in place and training will take place in the new year.</p>	KR to amend incorrect terms & send to KD
FGB131216/12	<p><b>Health and Safety Governor report</b> Purpose: Feedback Deferred</p>	

<b>FGB131216/13</b>	<b>Finance &amp; Estates Update</b> Purpose: Receive and discuss Complete	
<b>FGB131216/14</b>	<b>Any other business</b> Sentencing has been deferred to January. Perpetrator remains in custody.  LA have accepted a bid of £10000 that Laura Linch submitted. Half of which will go on the garden and half on health related resources  The Vice-chair expressed gratitude for the resilience of the SLT during this term.  The Chair reported that LG will continue working with RCC in Term 3. The Chair expressed gratitude to LG for all her work in keeping RCC afloat.	KM to write a letter to Laura thanking her for this work  KD to circulate weekly newsletter to FGB
<b>FGB131216/15</b>	<b>Date and time of next meetings</b> - FGB 17 <sup>th</sup> January 2016 5pm  <i>The meeting closed at 19:22</i>	

<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>
SEN Audit to be shared	JJ	With immediate effect
Geographical analysis of absences to be compiled	SLT	In readiness for 17 <sup>th</sup> January FGB
To develop the requirements for the Head of Department presentations	KM, SK	FGB monitoring day February 2017
Information on PPG to be sent to NJ	KD	With immediate effect
Identification of governance action point for Further Improvement section of the SEF	KM	With immediate effect
Curriculum model to be sent to clerk for filing on office 365 sharepoint	JJ KD	With immediate effect
FGB training on effect challenge to be organised	KM	Term 3
Safe Guarding report to have terms amended and sent to clerk	KR	With immediate effect
Thank you letter to be written to Laura Linch	KM	With immediate effect
RCC weekly newsletter to be circulated to FGB	KD	With immediate effect