



**Full Governing Body Meeting
Tuesday 17th January 2017 at 5pm
Robertsbridge Community College**

| Present | Initials | Attendance |
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| Lynton Golds, Interim Headteacher | LG | ✓ |
| Karen Marr, Chair | KM | ✓ |
| Vanessa Everett | VE | ✓ |
| Gus Murphy | GM | ✓ |
| Paul Webster | PW | Absent |
| Kathy Robinson | KR | Apologies |
| Stephen King | SK | ✓ |
| Hannah Goldsmith | HG | ✓ |
| Nicki Jacobs | NJ | ✓ |
| Alison Ambrose | AA | ✓ |
| In attendance | | |
| Jacki James, Acting Deputy Headteacher | JJ | ✓ |
| David Evans, Business Manager | DE | Apologies |
| Sophie Greenfield, School Council | SG | ✓ |
| Myah Small, School Council | MS | ✓ |
| Matthew Lewis | ML | ✓ |
| Kate Davies, Clerk to Governors | KD | ✓ |

| Agenda Item | Discussion and Decisions | Action |
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| | Welcome from the Chair KM opened the meeting. KD clerked the meeting. | |
| FGB170117/1 | <p>Middle Leader Presentations and Questions The Chair welcomed the representatives from the School Council and explained what the purpose of the Governing Body is.</p> <p>Sophie Greenfield Y11 & Myah Small Y11 and together they run school council. School Council meets once a week and they discuss ways in which the school can be improved. They have open discussions about the matters that are brought to them from the Class Reps.</p> <p>They held a couple of assemblies at the start of the year to encourage younger students to apply. As a result, there are now Y7 students on the Council.</p> <p>They have been working on improving communication between the members and the non-members. To do this they have created a slot where Class Reps read the minutes to their form.</p> <p>Governor Challenge</p> | ML to email presentation slides to KD to be added to 365 |

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| | <p>What are the biggest messages coming through? Upkeep of the fabric of the school such as the condition of the toilets</p> <p>Governor Challenge What is the problem with the toilets? I think that there are some students that vandalise the toilets and those that don't would like improved toilets. It is in both the girls and the boys. It's the little things like locks on doors.</p> <p>The lack of seating on the field was an issue during the summer so we organised for more benches. We also noticed that there was a lot of litter so we organised for more bins.</p> <p>Governor Challenge Who do you liaise with on the staff? Miss Phillips and Mr Downs</p> <p>Governor Challenge Has the reading out of the minutes been successful? Partially, as some of the minutes aren't always read out.</p> <p>Governor Challenge Do you send the minutes to the staff? Someone writes them and gives them to Miss Phillips who types them up. We have not sent them to any members of staff.</p> <p>The Head reported that she has not seen the minutes since she has been in post.</p> <p><i>The counsellors agreed to circulate the minutes to the staff and the governors</i></p> <p>We would like to raise the profile of the Council. I think that sometimes people are too shy so we would like to have a designated slot for students to talk.</p> <p>Governor Challenge Attendance is a key improvement for the school. Do you think you have a part to play in supporting this? Not sure. If the problem was something that we could help with then we would be happy to discuss this. I think the information in the weekly newsletter does encourage better attendance.</p> <p><i>KM thanked the SG and MS and they left the meeting</i></p> <p>Music: Matthew Lewis Reflecting on last year: Considering that we had to fit the course in to a year, we had a very good outcome.</p> <p>Governor Challenge Why did you have to complete the course in a year? Because the previous year's teaching was ineffective.</p> | |
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| | <p>The limited time that the students had to practise their instruments had a negative impact. A*-A 26.7% A*-C 40%</p> <p>ML believes that music should be a fully inclusive subject but RCC is in competition with students from around the country who may have had music lessons from a very early age.</p> <p>Governor Challenge Can the students choose which instrument that they play? Yes and voice is included. Last year I did lend out some instruments to those who needed them.</p> <p>Governor Challenge When will you have the mark scheme? When we have had the first cohort going through.</p> <p>Governor Challenge You use AQA are the other exam boards providing the mark scheme? Not until the first cohort has gone through.</p> <p>ML's goal is to improve performing skills. When students come from primary school they are keen to participate but as they get further thought the school, their confidence to perform in front of others drops. As a result, ML has ensured that all Y7 students have performed (singing) in front of other students and staff. We now have an extra singing club on a Friday as this club was in such high demand.</p> <p>Governor Challenge What provision do you have for performing? Just over 15% of the school now have music lessons in school (over 100 students) and that continues to grow. 11 students are having free organ lessons. They have been on a trip today to see a Wurlitzer in Uckfield.</p> <p>If students achieve a grade 6 in a London College of Music exam, it gives them an AS level, gives them UCAS points and counts towards school outcomes. Excitingly, we can become an exam centre for London College of Music. Y7 can take an ensemble Grade 1 and 2 examinations.</p> <p>Forecasts last year were very accurate. As course work comes in, ML updates the forecasting. We could potentially get 100% A*-C (18 students) but it depends on performing. There are extra GCSE performing concerts timetabled.</p> <p>Governor Challenge How do you get those expectations across to students? I have a lot of contact with the instrumental teachers in school. All students have a record book so that we can closely monitor progress</p> | |
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| | <p>with their parents. Students must practise at home or they won't make the progress needed.</p> <p>Governor Challenge How many students are in your year 10 group? 23, with a similar number in Y9.</p> <p>Governor Challenge How can we maintain those high numbers? By getting the students involved through singing etc...</p> <p>Governor Challenge Is there anything that the GB can help with? Your attendance on the 9th of February would be much appreciated. ML reported that he is looking into funding opportunities with the East Sussex Music Service, the ISM and the Gold Arts Mark.</p> <p>Governor Challenge How do you cope being a single person department? ML reported that he copes with the support from the instrumental teachers. East Sussex Music Service should be supporting more. A lot of the things that they do are at the weekend and sadly, they suggest that they are of a higher quality than school based orchestras. They should be offering CPD so we shall see what they say when they come in. ML reported that he collaborates with Hastings Academy for moderation because she is a single person department. In addition, he has links with Sussex University.</p> <p><i>ML was thanked and left the meeting at 17:36</i></p> | |
| FGB170117/2 | <p>Procedural</p> <ol style="list-style-type: none"> a. Apologies for absence – see above. The Chair notified of EW's resignation b. Declaration of pecuniary/business interests in items on the agenda – There were none c. Safeguarding – There were none d. H&S urgent issues – There were none | |
| FGB170117/3 | <p>Headteacher's Report</p> <p>Governor Challenge What is the definition of persistent absence? Students with more than 10% absence.</p> <p>Governor Challenge Does sickness matter? No, they are either here or not. However, if circumstances are health related, they wouldn't be considered persistent.</p> <p>The Head reported that of the 20%, 18% live in the immediate Robertsbridge area. LP is looking to see if any of those that can be of particular target.</p> <p>VE reported that she witnessed a successful method when visiting Boston (USA): The school paired up a regular attender with a non-</p> | |

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| | <p>attender and they knocked for the partner and got them to come to school.</p> <p>Governor Challenge Is there any easy way to look up this information? The Head reported that this information will be shared with staff when the analysis has been completed.</p> <p>JJ reported that they will be RAG rating achievement for those non-attending students.</p> <p>Governor Challenge Is there a named person who takes responsibility? There is a whole group of staff who are involved. It falls under LP's role, as Assistant Head. She has the support of the Learning Mentors, Head's of House and the Attendance Officer.</p> <p>What has happened in the past has not had sustained impact so we need to record what we are doing and how successful it is being.</p> <p>Governor Challenge How do students from Hastings pay for their rail fares? Is family finance an issue? HG reported that to her knowledge, the majority of students buy weekly bus tickets.</p> <p>Governor Challenge At least 55% of non PPG, SEN students are persistent offenders. Why will the proposed attendance officer only work with PPG, SEN students? This is due to the fact that the funding for the job is coming from PPG.</p> <p>Governor Challenge Fixed term exclusions are high in comparison to other schools, why is this? It is a result of RCC not having a space to hold internal exclusions. This is something that we will look at with the new timetable so that we can allocate a space and staff. You could chose to use some of your PPG funding to finance a member of staff to run a behaviour unit.</p> <p>Governor Challenge Is there a local school that is doing it well? Yes, Seaford Head and Hasting Academy to name two.</p> <p>Governor Challenge How long would a student be in a behaviour unit? That would depend on the situation but it may be for a series of days.</p> <p>Governor Challenge In light of absence in the Site Team, are we happy that we have enough cover on the Site Team? We are coping there has been a return to work meeting with the Site Manager and the situation will not change in the short term.</p> | |
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| | <p>Governor Challenge I am unsure that we have “reviewed the curriculum” as stated in the Consultant Head’s report and that the Chair has agreed to make no changes.</p> <p>JJ reported that she has managed to arrange the 4 options blocks so that there will not be any small groups (some years have gone from 6 to 5 groups across the year). The change to 3 blocks needs more time, it is not a change to rush.</p> <p>Governor Challenge How are we getting across to staff that small groups are non-negotiable?</p> <p>They have all been told. LP has done a pre-options survey.</p> <p>Governor Challenge Can you update us on the OFSTED parental complaint?</p> <p>It has been investigated and feedback to Lesley Young. She is taking them back to the LA. When you read what the complainant is saying, it doesn’t fit with the profile of the school. We have email documentation to show that the school has followed the appropriate process.</p> <p>The Chair reported that the complaint did not come to her and therefore, did not follow the correct process.</p> <p>The Head reported that following Lesley Young’s visit the grade on the SEF has been amended to a 2/3 owing to the attendance issue.</p> | |
| <p>FGB170117/4</p> | <p>SEF Review Purpose: Questions from Governors FGB are in agreement with the change. Questions covered in item 3</p> | |
| <p>FGB170117/5</p> | <p>Raise on Line Data Progress and assessment was extracted by Sarah Bamford in the December HT’s report.</p> <p>The Chair clarified the importance of RAISE as it is an independently produced document.</p> <p>JJ & KM are going to a New KS4 Performance Measures training course and will feedback.</p> <p>The old measures were 5 A-C grades. This meant that English, Maths, Science were held to account but not necessarily all subjects.</p> <p>Now with the progress 8, all staff are accountable and some students will flag up now with slow/negative progress who would have slipped under the radar before. It is a much fairer system.</p> <p>If you have a 0, all students are on track.</p> <p>New Governors expressed uncertainty about using RAISE</p> <p>The Vice-Chair explained that if you look at the first page, the red square illustrates that the lower ability students are in the bottom 10% nationally in English. This then prompts us as an FGB to ask: What is being done about this?</p> | |

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| | <p>Governor Challenge One of the questions is why is the same set of students not performing equally as well in English as they are in Maths? Yes, and in response, Maths & English lessons have been timetabled so that they are next to each other and the Heads of Departments share an office. This is to facilitate coaching.</p> <p>Governor Challenge How are the students put into their sets? In KS3 the departments do the setting together. In KS4, each department has autonomy.</p> <p>The Chair requested that there is a data slot in the February Governor Monitoring Day.</p> | <p>KM to circulate training date as there is a slot free</p> <p>SK to include a data slot in the February Governor Monitoring</p> |
| FGB170117/6 | <p>Model Curriculum Update Covered in item 3.</p> | |
| FGB170117/7 | <p>Minutes of the meeting of 13.12.16 The minutes of the meeting of 13th December were signed as a true and accurate record of the meeting.</p> <p>Matters Arising (Action Points): All actions from the agenda were addressed</p> <p>6th February FGB training on effective challenge</p> | |
| FGB170117/8 | <p>Policies Purpose: Ratify and adopt the following:</p> <p>SEN Report – Statutory</p> <p>Governor Challenge Is pupil voice once a year good enough? That refers to a formal piece of information gathered at the SEN review.</p> <p>Governor Challenge Is it frequent enough? it is really important for that process but there is scope for more mentoring.</p> <p>Governor Challenge What format does it take? The form is completed as part of a conversation. Some older students complete the form themselves. Some students will have more conversations during the assertive mentoring sessions.</p> <p>Teaching and Learning Policy – JJ reported that they are looking to expand Middle Level Leadership through NPQML, NPQMSL. These have Post Graduate/masters credits and include whole school change project so are a very effective</p> | <p>Print SEN report for KM to sign</p> |

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| | model. All the above policies were agreed | |
| FGB170117/9 | Health and Safety Governor report Purpose: Feedback Deferred to February meeting | Defer to February meeting |
| FGB170117/10 | Finance & Estates Update Purpose: Receive and discuss The Chair was pleased to report that the hall is now back in order. The chair extended her congratulations to DE and the team for getting it back in action. There are new doors in the hall and new windows are planned. VE reported headline issues Positively £20K has come in from LA to cover additional leadership costs. Currently, there is a £10K underspend, which will be allocated at Friday's F & E. | |
| FGB170117/11 | Any other business None | |
| FGB170117/12 | Date and time of next meetings - FGB 21 st February 2017 5pm <i>The meeting closed at 18:51</i> | |

| Action | Personnel | Timescale |
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| KS4 Performance Measures training date to be circulated as there is a slot free | KM | With immediate effect |
| Data slot to be included in the February Governor Monitoring Day | SK | In readiness for 28 th February Monitoring Day |
| Print SEN report for KM to sign | KD | With immediate effect |
| Health and Safety Report to be included in February Agenda | KD | With immediate effect |