



**Full Governing Body Meeting
Tuesday 21st February 2017 at 5pm
Robertsbridge Community College**

Present	Initials	Attendance
Lynton Golds, Interim Headteacher	LG	✓
Karen Marr, Chair	KM	✓
Vanessa Everett	VE	Apologies
Gus Murphy	GM	✓
Paul Webster	PW	Absent
Kathy Robinson	KR	✓
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	✓
Louise Thompson	LT	✓
Kirsty Wohlburg	KW	✓
Kate Davies, Clerk to Governors	KD	✓

Agenda Item	Discussion and Decisions	Action
	Welcome from the Chair KM opened the meeting. KD clerked the meeting.	
FGB210217/1	<p>Middle Leader Presentations and Questions Louise Thompson History Focus area 1: Curriculum This year 3 lessons per fortnight moving to 4 next academic year.</p> <p>KS4 is a mixed picture. Current Y11 using old OCR specification. Changed exam boards because the question content was becoming harder to access and the new board offered the chance to spread exams across the year. It does however, have new content that neither teacher in the department has taught and the text books have only just been published.</p> <p>Focus area 2: Strengths & Achievements Popular option choice Specialist Staff</p> <p>Student support available at lunch, break and detention. Weekly boot camps to start. Governor Challenge</p>	LT & KW to email presentation slides to KD to be added to 365

	<p>What's boot camp? For students who are under achieving and need a short course of support to get back on track. It is for those who need to be directed to support rather than volunteer for it.</p> <p>There is outreach support from William Parker, Moira House and Beacon Community College Raised RCC profile in the community – by participating in 1066 parade. History Club continues to be popular.</p> <p>Focus area 3: PPG students achievements is variable Aim is to increase the number of students achieving 3 levels of progress and to increase the number of students achieving A/A*</p> <p>Governor Challenge What is the gap between PPG and non PPG in Y11? What are we doing about this? It's done on an individual basis: exam technique</p> <p>Governor Challenge There is not a lot of time. It is worrying to see 6 PPG students who will not pass. What can we do about it? Support and materials have been divided into support for those who need to get to a C and those who need to get to A/A*. There is a mock in the next 2/3 weeks and this will enable us to match needs more appropriately.</p> <p>Governor Challenge The 100% target is based upon KS2 results and their achievement at RCC so far but the forecast is 63%. That is worrying. Yes but the target is based on maths and English and it would be more useful if it was just based on English.</p> <p>Governor Challenge Have you extrapolated the English only data? Not yet.</p> <p>Governor Challenge It would be very useful if you could and send the information to governors</p> <p>Governor Challenge Are the 6 PPG students attending? Not all of them</p> <p>Governor Challenge Do you feel that as head of history you should know all of the students, especially the PPG students regardless of whether you teach them? Yes I would like to know that information. We work in parallel classes and use our departmental time to focus on these.</p> <p>Governor Challenge Do you know what the barriers are for the 6 who are not expected to pass? Yes, I know the barriers and what Tori has in place for them. There are safe passes at 70% and we will use a controlled assessment to submit</p>	<p>LT to extrapolate KS2 English only data and circulate to KD</p>
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	<p>to the exam board to support their mark. It's about using the most up to date information.</p> <p>Governor Challenge Can you expand on the barriers that you listed in the document circulated to governors prior to the meeting? What will make the most effective improvement?</p> <p>The new GCSE curriculum and the English requirements that disadvantage the students.</p> <p>Governor Challenge Do we need to change the “open to all” policy to make it more successful?</p> <p>No, philosophically I would like it to remain. We need to involve the parents more – need to have access to a phone as there is not one in the department.</p> <p><i>LT was thanked and left the meeting at 17:28</i></p> <p>Kirsty Wohlberg Accelerated Progress Coach KW explained that she looks after PPG students and what PPG means.</p> <p>The spending for last year after staffing costs involved raising aspirations through music lessons and trips, for example. Last year's Y11 left having made better progress than the national average.</p> <p>Governor Challenge Which strategies are making the most impact?</p> <p>Quality first teaching Revision guides and quality revision materials Intervention Assertively mentoring students For example, we have a student who has been off due to a death in the family and family illness. Her target was to improve her maths and science and she has done that through work that we have done together.</p> <p>Attendance is an issue with PPG students. The approaches used last year were not effective. We have now looked at working with specific students using ESBAS. I have worked to reach out to parents through email and newsletters to explore the concerns that parents have. Some were keeping students at home because they live far away and worry that they will get a call to collect their child and can't get to them. I explained that the incidence of this is low.</p> <p>LP reported that KW has been crucial to the progress that students who have been off have made owing to the fact that she collects lesson work that they have missed and works through it with them personally.</p> <p>Half of the PPG students had meetings with KW before half term to review their progress and to collect revision packs. Emails were then</p>	
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	<p>sent home to thank parents for supporting with this.</p> <p>Governor Challenge Looking at the review of spending from last year. The additional English seems to make a bigger difference in Y8 than in Y7. The Lexia programme that they use in Y7 & Y8 makes a phenomenal difference.</p> <p>Governor Challenge So Symphony maths isn't working in the same way? I wouldn't say that it isn't as the results in KS4 maths were very strong.</p> <p>Governor Challenge Was it 10% who achieved through symphony maths? Yes so the way that this is being structured this year is different to ensure that students are accessing it and that intervention is high profile.</p> <p>Governor Challenge It was very expensive for the outcome Yes but it was for 3 years so it was expensive in the first year.</p> <p>Governor Challenge Is the lack of success linked to the attendance issue? Yes, it does have a massive impact.</p> <p>Governor Challenge Are they able to use Lexia and Symphony at home? There are some parts that can be but it is dependent on them having internet connection which can be a barrier for PPG students. Lexia needs to be on a computer.</p> <p><i>KW was thanked and left the meeting at 17:42</i></p>	
<p>FGB210217/2</p>	<p>Procedural</p> <ul style="list-style-type: none"> a. Apologies for absence – see above. Apologies from VE were accepted. In light of the lack of attendance and contact from PW, the Chair proposed that he is suspended. Chair to write to PW and suggest that he resigns. b. Declaration of pecuniary/business interests in items on the agenda – There were none c. Safeguarding – There were none. LP requested that safeguarding is a standing item on the Headteacher's Report d. H&S urgent issues – There were none 	<p>PW to be suspended. KM to write to him recommending that he resigns.</p> <p>Safeguarding to be a standing item in the Headteacher's Report.</p>
<p>FGB210217/3</p>	<p>Headteacher's Report The CDP has now been uploaded</p> <p>Governor Challenge Are the amendments to the Attendance Officer role ready to bring to the GB? Salary range to be clarified at budget setting and then it will be ready. The Chair asked if all members are in agreement with the post being a requirement for RCC</p>	

	<p>Governor Challenge Is it a part time role? Yes, they would work in school and going to students' homes.</p> <p>Governor Challenge Are there other schools in the area who use this model? Yes <i>Governing Body are in agreement that the Attendance Officer is a required role for RCC</i></p> <p>Governor Challenge When are we going to see some Y11 data? JJ reported that the data is available now.</p> <p>Governor Challenge What happens for the PPG students beyond Y11? What provision are we making for the onward journey of these students? Not just for PPG students. The Headteacher offered to give information on that in the next HT report</p> <p>The Chair advised the Governing Body that it is an area that schools are judged on that.</p> <p>LG reported that she had received a letter from a Grammar School reporting how well the RCC students had done in maths.</p> <p>Governor Challenge In the PPG report it states that the most able PPG students are not achieving as well as they could and I believe that this is the same for non PPG most able students. The Headteacher reported that they are a vulnerable group for and that strategies for improvement are in the CDP</p> <p>Governor Challenge Behaviour and welfare reports 0% exclusions for statemented students. What is working well there? The provision of rooms for those who need somewhere to go calm down. RCC is a small school and this enables the SLT to know the students very well. If there is a call out, they attend to those students with an awareness of their needs.</p> <p>The Headteacher reported that the SLT would like to appoint an Inclusion Manager who would manage internal exclusions. Currently, RCC does not have the capacity to manage internal exclusions in the way that we would like to, and this can lead to fixed term exclusions.</p> <p><i>LG left the meeting at 17:58</i></p> <p>JJ presented the CDP</p> <p>Governor Challenge</p>	<p>JJ to send Y11 data and analysis to KD for circulation</p> <p>Y11 student destinations to be included in the March Headteacher's report</p>
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	<p>What is Edulink? It is similar to SIMs in touch and enables us to send messages to all parents including email and texts. It also enables parents to look at attendance using graphs as it has an app for both parents and students.</p> <p>The rationale was to simplify the CDP and the powerful message is that all stakeholders have a vested interest and can say what the CDP is telling us.</p> <p>4 key areas/priorities 1:</p> <ul style="list-style-type: none"> • Improving attendance to 95%+ <p>Currently sitting on 94 Part of that is to reduce long term absence Use of technology (edulink) Pupil voice has revealed that students don't like physical action of collecting a certificate in assembly Focus on our disadvantaged children & the use of PPG</p> <p>Governor Challenge KW mentioned that there are some students who want to be here but for many reasons are not (ie they are not just skiving). Is there a way that we could enable getting the message to those students that they have a safe place here? Yes, there are several things that we can put into place for those students who have anxiety: buddy, school counsellor, ESBAS worker and then if they have a medical diagnosis there is a way that they can access English, maths and science electronically from home. This is funded by the LA</p> <p>Governor Challenge Can you explain the “reduce exclusion”? Is this not a good place to come to learn? We have high expectations and we do not accept poor behaviour. When there are students who are not making acceptable learning choices and are not responding to SLT then they have fixed term exclusions. When you speak to them about the consequences they do not want to go to another school.</p> <ul style="list-style-type: none"> • Improving the attainment of those with high prior attainment (as mentioned earlier) <p>Students no longer come from primary school with National Curriculum levels so we need to come up with a whole school strategy to deal with that.</p> <p>Governor Challenge Is wave 1 support in school support? Yes, initially you don't want to talk about intervention as we use quality first teaching, back in the classroom.</p>	<p>Target for reducing exclusions has dropped off of page. LP to find it</p>
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	<p>2. Teaching</p> <ul style="list-style-type: none"> • Challenge • High expectations • Impact • Feedback <p>RCC needs to have a common language based on these 4 principles.</p> <p>Pupil voice on challenge took place last year in which all students were interviewed. Some year groups/classes reported that they did not feel challenged.</p> <p>Governor Challenge What would you like to see when you repeat the questionnaire? That there is a feeling of increased challenge</p> <p>Governor Challenge Do you think that the students have the capability to self-assess regarding challenge? Yes as it asked the students to identify how much they needed to think during the activities set.</p> <p>Governor Challenge Who do you bench mark against for middle level leadership? You need to play to people's strengths and use coaching. Outstanding teachers do not always make outstanding leaders and vice versa. All staff belong to a hub. Middle leaders are telling me that they would like more opportunities to work together. There are some very useful social media groups – Tori in the History Department uses such a site.</p> <p>Governor Challenge When will the costings be added? DE reported that they had been added but the costings column on this version is not intact. Governor Challenge Has the document been shared with staff? The front page has</p> <p>The Chair reported that she will add a governance objective</p>	<p>LP & DE to check that the costings column is in tact</p> <p>KM to meet with LG re Governance target for section 4</p>
<p>FGB210217/4</p>	<p>OFSTED Feedback Purpose: Questions from Governors There were 5 key lines of enquiry and from that, 3 next steps were identified. These are reflected in the CPD</p> <p>There has been a delay with the report and it will be shared as soon as it arrives.</p>	
<p>FGB210217/5</p>	<p>Pupil Premium Update Purpose: Questions & accountability</p> <p>Covered in item 3</p>	

FGB210217/6	<p>Minutes of the meeting of 17.01.17</p> <p>The minutes of the meeting of 17th January 2017 were signed as a true and accurate record of the meeting.</p> <p>Matters Arising (Action Points):</p> <p>All actions from the agenda were addressed</p>	
FGB210217/7	<p>Policies</p> <p>Purpose: Ratify and adopt the following:</p> <p>Complaints – Statutory Review not needed until 2018</p> <p>Freedom of Information – Statutory DE reported that we get 4 or 5 Freedom of Information requests a year. They tend to relate to items such as costings for leadership of schools; what cctv we have and where it is.</p> <p>Governor Challenge</p> <p>Do we respond within the required timings? Yes</p> <p>Assessment</p> <p>Governor Challenge</p> <p>What difference does the assessment policy make?</p> <p>It ensures that there is consistency across the college. Assessment is an integral part of education. Assessment is part of the CDP. This is currently fit for purpose but it is likely that it will come back to us before the review date.</p> <p>Governor Challenge</p> <p>Has there been any feedback on the reports? They are all back on track.</p> <p><i>All the above policies were agreed</i></p>	
FGB210217/8	<p>Health and Safety Governor report</p> <p>Purpose: Feedback</p> <p>GS offered his apologies for not having been available to do this Deferred to March meeting</p>	To be on March agenda
FGB210217/9	<p>Safeguarding Governor report</p> <p>Purpose: Feedback</p> <p>KR to make a visit this term</p>	<p>KR to meet with DE to sign the SCR on Friday 25th February 2017</p> <p>KD to facilitate KR making Safeguarding visit</p>
FGB210217/10	<p>Finance & Estates Update</p> <p>Purpose: Receive and discuss</p> <p>Budget share now in. Next financial year looking ok and additional 30</p>	

	<p>students helped.</p> <p>Third year looking difficult partly due to National Funding Formula currently being out to tender</p> <p>Budget setting meeting is on Monday 27th February. The papers will be distributed to members on Friday.</p>	
FGB210217/11	<p>Any other business</p> <p>Monitoring day to be postponed</p> <p>Governor Challenge</p> <p>Please clarify the process & purpose of the monitoring day</p> <p>The Chair explained that it is an opportunity for governors to see how policy is turned into practise, to meet staff and students and deepen their understanding of life at RCC.</p> <p>NJ and AA were sign posted to the minutes of the November Monitory Day (sharepoint/Monitoring Days)</p>	KD to circulate new date for monitoring – Friday 17 th March
FGB210217/12	<p>Date and time of next meetings</p> <p>- FGB 21st March 2017 5pm</p> <p><i>The meeting closed at 18:51</i></p>	

Action	Personnel	Timescale
Extrapolation KS2 English only data in relation to History progress and outcomes to be completed and circulated to KD	LT/SLT	With immediate effect
PW to be suspended. Notification to be given in writing with the recommendation that he resigns.	KM	With immediate effect
Safeguarding to be a standing item in the Headteacher's Report.	LP	With immediate effect
Updated forecast for Y11 to be circulated	JJ	In readiness for FGB 21 st March 2017
Information on student destinations to be included in next HT report	LG/JW	In readiness for FGB 21 st March 2017
Health and Safety Report to be included in March Agenda	KD	With immediate effect
Target for reducing exclusions to be added back in to CDP (dropped off of page).	LP	With immediate effect
Costings column of CDP to be reinserted (dropped off of page).	DE/LP	With immediate effect
Governance target to be added to section 4 of CDP	KM/LG	In readiness for FGB 21 st March 2017



Safeguarding Governor to sign the SCR	KR/DE	Friday 25 th February 2017
Safeguarding visit date to be organised	KR/KD	With immediate effect
New date for Governor Monitoring Day to be circulated – Friday 17 th March	KD	With immediate effect