



**Full Governing Body Meeting  
Tuesday 21<sup>st</sup> March 2017 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	✓
Paul Webster	PW	Absent
Kathy Robinson	KR	✓
Stephen King	SK	✓
Hannah Goldsmith	HG	apologies
Nicki Jacobs	NJ	✓
Alison Ambrose	AA	✓
<b>In attendance</b>		
Jacqui James, Acting Deputy Headteacher	JJ	✓
Lynne Phillips, Assistant Headteacher	LP	apologies
David Evans, Business Manager	DE	✓
Becky Meugens	BM	✓
Jackie Wallace	JW	✓
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>FGB210317/1</b>	<p><b>Middle Leader Presentations and Questions</b></p> <p><b>Becky Meugens: Drama</b> Key item for BM to keep the high standards/outcomes that the department had last academic year.</p> <p>2016 results: A* - C 78.6% 2017: 68% prediction.</p> <p><b>Governor Challenge</b> <b>Are there many not looking to make the grade?</b> Currently there are 5 and they have been targeted with revision packs &amp; support for Easter holidays. They are a good group who are keen to do as well as they possibly can. They are ambitious targets.</p> <p>Moderation taking place next Tuesday</p> <p>Challenges moving forward. Targets are not always based on their areas of skill. AQA specification is more challenging than it used to be. Now they</p>	BM & JW to email presentation slides to KD to be added to 365

	<p>have to talk about 3 areas including a personal performance and a play that they have seen. At KS3 BM is putting a focus on subject specific vocabulary early on so that the students are familiar with the required language.</p> <p>Keeping continued engagement is the other challenge. Must not be complacent on the fact that subject is popular.</p> <p>The future Giving more opportunities for students to perform across KS3 &amp; KS4 New schemes of work across KS3 that embed KS4 skills.</p> <p><b>Governor Challenge</b> <b>You're talking about getting the students more involved at KS3 but presumably that's not just so that they take the subject but also because of the transferable skills (confidence building, public speaking etc...). How can we market that?</b> That is a double edged sword because it can be an excellent confidence builder but some students are just not a drama person and you can't force that.</p> <p>Moving away from Process, Produce, Performance' formula to having a focus on the key skills – eg, how do we use performance time effectively? Practical workshop opportunities for KS4 is something that I would like to engage with more but that is very expensive so this year, we have made a link with the Drama Hub to look at undertaking workshops collaboratively as this would cut costs. Might not happen this year but should next year.</p> <p>Arts award training is also being looked at with a view to gaining arts award for Y7</p> <p>Local theatre links: Can we make stronger links for students with regards to work experience?</p> <p>6<sup>th</sup> Form provision: Link with Bexhill College already in place but need to expand the experiences of other 6<sup>th</sup> Form providers.</p> <p>Provision for technical candidates: Option to be assessed in lighting, sound, costume. How are we linking this into workshops and visits?</p> <p><b>Governor Challenge</b> <b>Do Tech Event help with those kinds of things?</b></p> <p><b>Governor Challenge</b> <b>Have you looked at Glyndebourne?</b> Yes, we had a trip there.</p> <p>Extra curricular: By now we should have performed We Will Rock You but were unable to because of the hall issues. As we have not done</p>	
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	<p>this, I am looking at doing a joint performance involving 2 thirty minute productions of Shakespeare. Y7 &amp; Y8 and Y9 &amp; Y10</p> <p>Young Theatre Productions ready to perform after the Easter Holidays.</p> <p>Trips taken place: Woman in Black KS3 &amp; 4 clubs on offer every lunchtime, including revision drop ins.</p> <p><b>Governor Challenge</b> <b>Money aside, what is your major challenge?</b> On occasion, it can be facilities. For me, it's technical provision and making sure that there is a balanced approach. They have to do a phenomenal amount of work.</p> <p><b>Governor Challenge</b> <b>Are you planning on building in opportunities for Y7 &amp; Y8 to write?</b> For next year I would like to have an instant feedback sheet for self-assessment. If they are used to using the vocabulary it will feel natural to them in the exam situation <i>BM was thanked and left the meeting at 17:18</i></p> <p><b>Governor Challenge</b> <b>Quite often we hear that targets are ambitious because they are not based on this subject.</b> JJ reported that it's the same for every child in the country because the base line used is maths and English. It isn't an exact science and most subjects broadly fit the English &amp; Maths remit. The more challenging ones are those that are more creative. The targets are adjusted when the staff know the students.</p> <p><b>Jackie Wallace: Careers, Head of House</b> JW explained her role (which she has had for 1 year) and how she gets to the figures that were shared. NEET – child that is not in education or training until they are 18. We have to do everything in our power to ensure that they are motivated to continue with their education.</p> <p>Careers education is vital and all of our students need to be ready to go out into the world of work. All years have careers education but Y10 is where the big activities start. We have a careers fair which include apprenticeship ambassadors, university ambassadors, explanations of A levels and Btech pathways and a UCAS progress workshop (how our students apply for their next pathway).</p> <p>Jane Ayres – Careers advisor We run work experience (this week) and this is looked at by Ofsted. Investors in Careers Level 3 has been awarded to RCC and this is the highest level that you can be awarded.</p>	
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	<p>During the first week of Term 1 there is a post 16 providers evening for Y11. It is a buzzing night. Between September and October they are preparing their USCA progress form. This is done in Future Skill lessons. JW goes into lessons to support this. All students have to apply by Christmas and if they want an apprenticeship, they still need to apply as a back-up. The apprenticeships are not available until later in the year.</p> <p>Head of House identify students who may fall into the NEET bracket. It's a long time from when the students leave us until they start college in September.</p> <p>23 students who are RAGGED and have 1:1 meetings. All LAC students are picked up as are those who are working with CAMHS. Sussex Coast run a summer programme and have an early meet and greet for any students who are anxious.</p> <p><b>Governor Challenge</b> <b>How long are NEETS tracked once they are gone?</b> Until they are 25 under the Youth Employment Service (YES).</p> <p>The Law says that you have to be in Education until you are 18 but by the time the parents have been chased up, taken to court and fined usually the student is already 18.</p> <p><b>Governor Challenge</b> <b>Are they not working? Are they doing any paid employment or is that a euphemism for being on benefit?</b> One is working, one has had a baby (and will be supported) and one is not engaged. But when you look at the success rate, it is to be celebrated.</p> <p>Today I was at the Conquest as there is a student who wants to be a pharmacist and there is an apprenticeship coming up. The pharmacist is going to come in to speak to the students.</p> <p>We have an Enterprise Adviser who is able to organise for speakers from different industries to come in.</p> <p><b>Governor Challenge</b> <b>Do the YES team see everyone?</b> No, only the vulnerable students.</p> <p>Feedback that comes through from business is that there are students with excellent grades at GCSE but can't do the face to face. As a result I am going to do mock interviews.</p> <p><b>Governor Challenge</b> <b>Do students who don't get maths or English have to re-sit?</b> They do and they are given a place at college on the understanding that they resit alongside.</p>	
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	<p><b>Governor Challenge</b> <b>How are you going to communicate this overall approach with parents?</b> A lot of the information is in the newsletter. When they come to the post 16 evening I have a stand and the students have a booklet. If it is something for Y10 or Y11 we email and information is on the notice board outside the staffroom.</p> <p><b>Governor Challenge</b> <b>The Post 16 evening is a really motivating meeting and is very clear about the timetable for college application.</b> Once the student has done the application, the emails go to the family so they have to be on top of that.</p> <p>The Chair reported that she was challenged by the Ofsted inspector as to where our students go.</p> <p>We have 30 people coming to present at this year's careers fair in comparison to 17 last year and that is because of the amount of networking that I have done.</p> <p><i>JW was thanked and left the meeting at 17:42</i></p>	
<p><b>FGB210317/2</b></p>	<p><b>Procedural</b></p> <ul style="list-style-type: none"> <li>a. Apologies for absence – see above. Apologies were accepted from HG and LP</li> <li>b. Declaration of pecuniary/business interests in items on the agenda – There were none</li> <li>c. Safeguarding – There were none. KR reported that there is a list of items that need to be part of the head's report.</li> <li>d. H&amp;S urgent issues – There were none</li> </ul>	<p>KR – to send KD list for HT's report</p>
<p><b>FGB210317/3</b></p>	<p><b>Headteacher's Report</b> We have now secured 2 English teachers and are still seeking a 0.4 with a view to our SENCO being able to focus on SEND issues rather than having the split between teaching English and running the SEND department.</p> <p>Interviews for a maths teacher on 27<sup>th</sup> March. We have 4 applications and are interviewing 3. If we are unsuccessful, we will re-advertise.</p> <p>Interviewing 28<sup>th</sup> March for Clerical Assistant: 6 applicants, interviewing 3.</p> <p>With the Inclusion Officer, the job description is with LA for grading</p> <p>3 applications for EWO</p> <p>SENDCO: Return to Work Duty of Care: not fit to return currently. We have secured an experienced SENCO to work Wednesday, Thursday, Friday to support</p>	

	<p>with our statutory obligations.</p> <p>JJ reported on her evaluation of the current CPD model. It has informed us to make changes to improve things for next year.</p> <p><b>Governor Challenge</b> <b>What is the support for English looking like with regards to value for money?</b> 3 out of 5 sessions complete. JJ will need to look at the final report. Most of the sessions have been regarding pedagogy and we have asked for a shift to a focus on scheme of works. We have informed the consultant that we have requested the change.</p> <p><b>Governor Challenge</b> <b>Is this because the English Department isn't thriving?</b> They have experienced a huge upheaval as the previous Department Head was on long term sick. They have now been replaced so it was about supporting the new person.</p> <p><b>Governor Challenge</b> <b>Can you expand on the need to meet more regularly with Heads of Department?</b> They wanted to meet more frequently so that they can follow up more thoroughly and focus on teaching and learning items. We need to look at this in terms of directed time (1265 hours in the 39 weeks of the year).</p> <p><b>Governor Challenge</b> <b>Do you have a directed time calculation report?</b> Yes but we are under time. We have increased hours with an additional parents' evening.</p> <p>Attendance has been a success over the past few weeks. The Chair was pleased that there is a prize draw for those who have had 100% attendance in the previous week as this is motivating for those who may have had some genuine sickness absence.</p> <p>Progress 8 measure is currently impossible to predict. It is not contextualised but is similar to the old value added measure. You cannot compare cohorts, which will make it harder to talk about. The Headteacher reported that they will continue to work the students are hard, with the message that anyone who is not making progress is a key student rather than those who are borderline on 5 A-C.</p> <p><b>Governor Challenge</b> <b>How embedded is that message?</b> There have been several meetings and the staff prefer it because you are not focussing on a particular group of students. It gives a greater ownership on sharing the success of the school.</p> <p><i>LG left the meeting at 18:07</i></p>	<p>LG to check directed time calculations</p>
<p><b>FGB210317/4</b></p>	<p><b>OFSTED Feedback</b> Purpose: Questions from Governors All governors reported to have read the Ofsted report.</p>	

	<p>The Vice-Chair reported her admiration for all who were involved in the inspection and extended her congratulations to them all. The report demonstrated the robustness of the systems of the school. There have been many changes in the management and yet for the students, it is business as usual.</p> <p>This notion was reflected in the findings of the governor monitoring day.</p> <p>The Chair reminded the board that the next steps from the report are linked to the CDP so we will be revisiting them over the coming months.</p>	
<p><b>FGB210317/5</b></p>	<p><b>Year 11 Forecast</b> Purpose: Update and Questions from Governors JJ circulated T3 data capture and reported that the T4 data capture will take place tomorrow.</p> <p><b>Governor Challenge</b> <b>Is geography correct?</b> Yes, there are 10 students.</p> <p><b>Governor Challenge</b> <b>How robust is the history?</b> The history is getting very close line management so the data is very accurate. The students have done a mini mock and controlled assessment. The Head of Department went on long term sick last year so the cohort were unable to take a controlled assessment and that had a negative impact on the final outcome.</p> <p><b>Governor Challenge</b> <b>Please tell us about science?</b> They are having a controlled assessment tomorrow. Science is the second best performing department in the school.</p> <p><b>Governor Challenge</b> <b>Please expand on the English and Maths combined?</b> It's converting from A-C to 0-9 so it's comparing eggs to apples. There is a lot of gap analysis taking place. The maths department were involved in a pilot project and their results came out very favourably.</p> <p><b>Governor Challenge</b> <b>Please expand on PE?</b> We've changed the line management of PE. LG &amp; JJ have met with DS and he has to bring data. He has had to do detailed question analysis to identify areas for improvement.</p> <p><b>Governor Challenge</b> <b>Spanish is of concern.</b> LG is line managing Spanish so can give you an update.</p>	<p>KM – email LG for update of Spanish &amp; LP for update on RE</p>

	<p>JJ reported that in RE the more able to philosophy and ethics and the less able do RE</p> <p>The 4 levels of progress need to be contextualised to last year</p> <p><b>The Chair requested that JJ provides this data capture at April meeting with trends over time.</b></p> <p>JJ shared pupil numbers in relation to 3+ and 4+ levels of progress: F is non PPG T is PPG</p> <p>Having a small number of pupils can be advantageous in terms of it being easier to convert grades.</p> <p>When you look at the PPG, it's also important to look at the low prior attainment in English. This will be an additional class funded by PPG money (6 groups rather than 5).</p> <p>VE reported that the low prior attainment in English is very hard to reverse as it is accumulative over many years</p>	<p>JJ to provide data capture for April meeting detailing trends over time</p>
<p><b>FGB210317/6</b></p>	<p><b>Lower Ability in Depth Focus</b> Purpose: Update and Questions from Governors Covered in item 5</p>	
<p><b>FGB210317/7</b></p>	<p><b>Minutes of the meeting of 21.02.17</b> The minutes of the meeting of 21<sup>st</sup> February 2017 were signed as a true and accurate record of the meeting.</p> <p><b>Matters Arising (Action Points):</b> All actions from the agenda were addressed.</p> <p>The Chair circulated suggested targets for section 4 of CDP</p> <p><b>Governor Challenge</b> <b>Can we afford the 2 external training sessions?</b> It is part of the Governor Services package. Feedback from training to be an agenda item (with immediate effect) with a format: 2 learning points from training &amp; ways you will improve your practise.</p> <p><b>Governor Challenge</b> <b>It's high expectations for people in full time employment to attend whole day sessions.</b> The Chair acknowledged that the whole day sessions are a big ask but requested that if governors are unable to attend that they make a short visit (1 hour) to follow up.</p>	<p>Feedback from training to be agenda item</p>
<p><b>FGB210317/8</b></p>	<p><b>Policies</b> Purpose: Ratify and adopt the following: <b>None of March's policies are statutory</b> The following are a requirement of the Health Improvement Grant: Healthy Eating Policy</p>	<p>Healthy Eating and Physical Activity policy deferred to April FGB</p>

	<p>Physical Activity Policy</p> <p>DE reported that RCC received 10k last year &amp; £7K this year. Policies were deferred to April</p>	
<b>FGB210317/9</b>	<p><b>Health and Safety Governor report</b></p> <p>Purpose: Feedback</p> <p>GM talked through the key points of the visit. Reported that DE deserves a lot of credit for what he has achieved in terms of the previous targets and the fact that he secured funding from the LA.</p> <p>There was nothing that struck GM as being so urgent that they couldn't wait for the funding. GM reported that IT is now known as computing as learning relates to coding rather than using applications.</p> <p>Reflected on DE's explanations of how the IT rooms could be used to house additional classes and how IT hardware can be used more effectively. RCC needs big rooms for larger classes and smaller bookable rooms for music etc...</p> <p>VE reported that we need to undertake an audit of the uses of the rooms of the school. It is not possible to achieve more than 83% room capacity.</p> <p>All governors reported to understand the terms of the SALEX loan.</p> <p>The Chair requested that GS conducts twice yearly H &amp; S monitoring reports</p>	<p>JJ to calculate the % room capacity</p> <p>GM to undertake H &amp; S visit in September</p>
<b>FGB210317/10</b>	<p><b>Monitoring Day</b></p> <p>Purpose: Feedback</p> <p>SK reported that there was great evidence of stretch and challenge in the Maths dept.</p> <p>Following the meeting with Kirsty Wohlberg regarding case studies to illustrate impact of interventions are working, it was felt that there was a secure grip on this.</p> <p>Meeting with LP regarding attendance and the role of the EWO. The importance of the inclusion officer. We saw some break out areas in the SEN area that are working well.</p> <p>Met with Head of English</p> <p>Met with SLT &amp; need to look at how to bring the SLT up to the standard</p>	<p>KM to check if June monitoring day is a week 1 Thursday as only JJ is in RCC on that day.</p>

	<p>that they want to be.</p> <p>KM will allocate follow up tasks from March Monitoring</p> <p>Next monitoring day to be 29<sup>th</sup> June 2017</p>	
<p><b>FGB210317/10</b></p>	<p><b>Finance &amp; Estates Update</b> Purpose: Receive and discuss Few changes in terms of cleaning as the on costs have gone up. 2017 Y7 will be 145. The Headteacher reported that she has spoken to staff about the advantages of taking more students.</p> <p><b>Governor Challenge</b> <b>What impact will this have on the classes?</b> It is only 5 more students so not a big impact in the classroom but a big impact on the budget. The Vice Chair reported that this has been looked at this in detail in F &amp; E and it is better to increase the pupil number in a controlled way than face having to make redundancies to save costs and have larger classes as a result.</p> <p>The Headteacher reported that 145 places have been allocated for September 2017 and that the appeals process is to follow. The Vice Chair reported that it is a huge vote of confidence from parents for the school. As is detailed in DE's report, we are looking at £110k deficit in Y3 so this stands us in a better position.</p> <p><b>Governor Challenge</b> <b>There is one thing that can throw all of this adrift, if you look at the short term staff absences are running at a phenomenal level.</b> <b>Governor Challenge</b> <b>Why is that?</b> The figure is not just sickness, it's trips as well. There will come a time when we are not able to run trips in the day because we will not be able to release 4 members of staff to go. In April, we will be analysing this. Very few schools run trips abroad in school time as is custom at RCC.</p> <p><b>Governor Challenge</b> <b>Could you show the staff the figures like you do for the pupils?</b></p> <p>The Chair is encouraged to see that the issue has been highlighted and we will await further steps.</p> <p>DE reported that the budget has to be in place by 25<sup>th</sup> April 2017. It will be presented to F &amp; E this Friday, 24<sup>th</sup> March and to FGB on 18<sup>th</sup> April 2017</p>	

	<p>Last year we increased capitation (amount department heads get to buy resources) from £50k to £60k. We are lowering the amount that goes to Heads of Departments (£45k) and the remaining £15k is to be available for Heads to bid for projects relating to the CDP.</p> <p><b>Governor Challenge</b> <b>Who makes the decision on which bids are successful?</b> LG</p> <p>Sports Hall lighting will be replaced with LED lighting during the Easter holidays. This will save £5k a year once the interest free loan has been paid off.</p> <p>Building works during this period: Asbestos removal in main corridor. New ceiling, brickwork and repairs to roof will continue until September.</p> <p><b>Governor Challenge</b> <b>Will the same notice boards go up?</b> Currently yes but we are looking at ways of funding this.</p> <p>The Vice Chair reported the need for the LA to understand that we are only able to put a balanced budget in because we have already made financial cuts whilst other schools are presenting deficit budgets. There was a situation previously where schools whom had a deficit were given money to correct that and those who had presented a balance budget were given nothing.</p> <p>The Chair thanked DE for his work on the budget</p>	
<b>FGB210317/11</b>	<p><b>Any other business</b> The Chair asked for a volunteer to be link governor for training – AA GM to attend GDC</p>	Data protection policy on next agenda
<b>FGB210317/12</b>	<p><b>Date and time of next meetings</b> - FGB 18<sup>th</sup> April 2017 5pm</p> <p><i>The meeting closed at 18:51</i></p>	

<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>
Safeguarding list for HT's report to be sent to clerk	KR	With immediate effect
Directed time calculations to be checked in readiness for timetable planning	LG	With immediate effect
LG to be emailed regarding an update for Spanish & LP to be emailed for update on RE	KM	In readiness for April FGB
Term 4 data capture (detailing trends over time) to be circulated	JJ	In readiness for April FGB
Healthy Eating Policy, Physical Activity Policy and Data Protection Policy to be included in April agenda	KD	With immediate effect

Percentage room capacity to be calculated	JJ	With immediate effect
H & S monitoring visit to be added to September calendar	KD	With immediate effect
Check if June monitoring day is a week 1 Thursday as only JJ is in RCC on that day.	KM	With immediate effect
Feedback from training to be standing agenda item with following format: 2 learning points from training & ways you will improve your practise	KD	With immediate effect