



**Full Governing Body Meeting
Tuesday 18th April 2017 at 5pm
Robertsbridge Community College**

Present	Initials	Attendance
Lynton Golds, Interim Headteacher	LG	✓
Karen Marr, Chair	KM	✓
Vanessa Everett	VE	✓
Gus Murphy	GM	apologies
Kathy Robinson	KR	✓
Stephen King	SK	✓
Hannah Goldsmith	HG	apologies
Nicki Jacobs	NJ	✓
Alison Ambrose	AA	✓
In attendance		
Jacqui James, Acting Deputy Headteacher	JJ	✓
Lynne Phillips, Assistant Headteacher	LP	✓ (arrived 17:10)
David Evans, Business Manager	DE	✓
Partick Healey	PH	✓
Craig Austen White	CAW	✓
Jess Hudson	JH	✓
Kate Davies, Clerk to Governors	KD	✓

Agenda Item	Discussion and Decisions	Action
	Welcome from the Chair KM opened the meeting. KD clerked the meeting. The Chair introduced JH	
FGB180417/1	Middle Leader Presentations and Questions Patrick Healey: English Forecast 9-4 Y10 language 111 of 127 students 10 lit 107 of 127 students 11 language 96 of 128 students (75%) 2016 was 72% 11 lit 92 of 128 students (71%) 2016 was 77% Progress 3 Levels + 4 levels+ English Lang 55.9% 36.2 English Literature 50.8% 35.2 All work is based on mock exam rather than controlled assessment. These are conservative figures PPG grade 3	PH & CAW to email presentation slides to KD to be added to 365

<p>Y10 language 23 of 30 Y10 literature 21 of 30 Y11 language 10 of 26 13 Y11 literature 10 of 26 5</p> <p>Governor Challenge Do all students take both English Language and literature? Yes as the analytical skills /essay skills are all there together. It makes sense to teach them together and for students to take both.</p> <p>Interventions 40 targeted students who attend during learning mentor time and after school. Have done question level analysis and target children using this data.</p> <p>KW works with PPG students and they have individual timetables for revision</p> <p>50 students attended Easter revision sessions Governor Challenge How many of those were PPG? We invited them individually but I don't have a note of that</p> <p>Provision of revision resources – literature texts are given to PPG students with approx. 40 who have taken those.</p> <p>Theatre companies – Macbeth & Jekyll and Hyde</p> <p>These are to raise the profile of the English department Student has won local creative writing competition and has gone through to regional.</p> <p>Challenges Accuracy of forecasting of KS3 New GCSE results will enable us to track through and map expected progress to Y11 (LP arrived 17:10)</p> <p>Confident with GCSE specification (second year in) Need to ensure KS3 provision builds on KS2 and prepares for KS4 Have been liaising with local primary schools to look at appropriate texts.</p> <p>Governor Challenge How can we get more pupils to achieve more than 3 levels of progress? It's about getting students involved. KS3 reading clubs & more structured reading activities at KS3</p> <p>Governor Challenge Do you think the library is used enough? No. In KS3 we have a reading lesson in each class. It is used for that. I am liaising with Clare about that.</p>	<p>PH to identify number of PPG students at Easter revision</p>
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	<p>There is a really good online tool which was very expensive but it enabled kids to swap books and talk about books.</p> <p>JJ reported progress made last year 80.2% language</p> <p><i>PH was thanked and left the meeting at 17:15</i></p> <p>Craig Austen White: Religion, Ethics and Philosophy Y11</p> <p>Philosophy & ethics – more students doing a harder exam board as there are more higher attaining students this year.</p> <p>Disappointingly, there is quite a big gap between PPG and nonPPG in Philosophy & Ethics Attainment in mostly in line with national average but most schools do at least 2 lessons a week and we do one.</p> <p>In RE there is much less of a gap between PPG and nonPPG Half of the cohort is taught by a non-specialist</p> <p>PPG students are all individual so the approach has to reflect that. Quality first teaching is used to achieve this.</p> <p>Y10 new course is more academically rigorous but undertaken in the same time span. CAW has moderated answers with other schools and as a result is feeling confident with the grade boundaries. 70% making good or more progress Target group is disaffected PPG boys – related this to the content of the curriculum and the need to teach in an inspiring way. Girls do better than boys</p> <p>9-5 = 60.34% is standard pass</p> <p>Y9 – 20 students taking, with high prior attainment 80% making good or expected progress</p> <p>Y8 – attainment 53% are on a 4 or a 5 grade which is where they should be.</p> <p>Option group numbers Rise of around 33% - therefore increasingly popular (from 20 to 34) Very strong numbers in comparison to other schools</p> <p>Governor Challenge What's making the difference? My heavy marketing letter, high prior attainers enjoy the philosophy element and the fact that it is a challenging subject.</p> <p>There have been changes to the locally agreed syllabus – RE is not on the National Curriculum but it is a statutory subject.</p>	
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	<p>CAW shared the following: In this agreed syllabus the requirement is that all students should have their learning in RE at 14-19 accredited. This means that: for all students aged 16-19 years, atleast one course in RE leading to a qualification approved under section 96.</p> <p>CAW pleased to have LGBT work recognised by Ofsted</p> <p>Model Prevent Policy to be added to the website ACTION The Chair reported that has been discussed</p> <p>Governor Challenge You mentioned several times about the number of lessons a week. In your ideal world, what would you like to teach? Many models: 5 lessons over 2 weeks 1 of which is PSHE. I think a minimum should be 3 lessons over 2 weeks. The old GCSE had much less content so 50 mins a week was fine. 2 lessons a week from Y9 as core, seconded with science. Obviously there is only one of me so we would need to have good support systems in place. The intention of the law is that it should be core.</p> <p>Governor Challenge You mentioned about it being only you in regard to non-specialist teaching. Please elaborate. If you look at the residuals, there is a difference with the data so I have been going in to support, to help reduce the impact. Next year I will be teaching all the RE in KS4 The Head teacher reported that CAW could timetable it so that 2 groups run at the same time – one specialist, one non-specialist and then he could lead.</p> <p>CAW Going forward there will be one exam board so that would be easier to manage</p> <p>CAW was thanked and left the meeting at 17:34</p>	<p>DE to add Prevent Policy to website</p>
<p>FGB180417/2</p>	<p>Procedural</p> <ol style="list-style-type: none"> a. Apologies for absence – see above. Apologies were accepted from GM. The Chair shared the news that HG has resigned. 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 	<p>KD to organise staff governor election</p>

<p>FGB180417/3</p>	<p>Structure of the Governing Body Purpose: Review structure and plan for academic year 2017-18</p> <p>The Chair raised the question of whether we have too many meetings a year? Do we want to change the structure of our year?</p> <p>The Chair reported that she loves the format of the new Head's report but proposes that we have this 6 times a year.</p> <p>It was proposed that the FGB moves to 7 meetings a year. 1st meeting for house-keeping. 1 a term from then on with potentially an additional for budget.</p> <p>Governor Challenge Whilst I am pleased that we do not have a lot of subcommittees, a lot of the nitty gritty is being done in F & E. We do need more people on the committee.</p> <p>Governor Challenge When are the data capture points? JJ suggested that these are tied in with the governor calendar, holding the FGB 1 week after the capture point.</p> <p>Governor Challenge Governor monitoring days: Do they work? I think that they are working but we need to get better at them Presumably they are less disruptive.</p> <p>Governor Challenge I think we need to know more about forecasting LP suggested bringing a rationale behind forecasting for the next meeting</p> <p>JJ clarified that the Maths Department have been advised that if students are a few marks off of the higher paper, they need to take the foundation paper otherwise they risk have a zero result/no grade. Next year it will be the same for all the other subjects: Heads will not know the grade boundaries.</p>	<p>KD check F & E papers are on share point</p> <p>SLT – to write rationale for forecasting for September</p>
<p>FGB180417/4</p>	<p>Term 4 Data Capture Purpose: Update and Questions from Governors</p> <p>JJ circulated Y10 data for Terms 2, 3 & 4 and highlighted that the drop in maths & English relates to the conservative approach that both departments are having to take as a result of the grade boundaries not being published. Although it doesn't look good on paper, we have to have faith in our departments.</p> <p>Governor Challenge PE is disappointing. Please elaborate JJ reported that she and LG are looking at these pupils individually and line managing PE.</p>	

	<p>Governor Challenge How many students in Spanish? 24</p> <p>Governor Challenge Do the levels of progress relate to students getting a pass? No, it's about the progress that each individual makes from their KS2 result. It should be 100% making 3 levels and 4 is aspirational.</p> <p>Governor Challenge What would be the ideal in 4+ levels? We would like 100% in 4 but you have to look at each student and we have departments where 4+ is improving year on year.</p> <p>JJ circulated Y11 data as presented by Full Matrix data package. The Progress 8 figure is -0.36 so we are slightly under where we should be. If a school gets a Progress 8 figure of 0 they are on track. Last year we had a score of +2. EBac has always been strong because it has the sciences in it.</p> <p>Governor Challenge What does A8 mean? That's Attainment 8 and is calculated when all Y11 children in the country have taken their GCSEs this year. You cannot compare with previous year's in a straight forward way but if you look at the performance box on bottom right they have made a comparison.</p> <p>Interventions are drawn from those students who fall below 5 in English, maths or both.</p> <p>JJ circulated PPG data In art PPG students are out performing non PPG</p> <p>Governor Challenge English is a concern. Yes, they have lost a teacher this year so they have gone from 5 classes to 4 but Kirsty Wohlberg is in the lessons supporting individuals. Disadvantaged students often have language poor backgrounds so they are always playing catch up.</p> <p>Governor Challenge Geography: When we were looking at this data two years ago geography were struggling. You have put in a lot of support. Are they managing on their own? Yes. JJ still supporting but the programme used was aimed at improving practise rather than being a sticking plaster</p>	
<p>FGB180417/5</p>	<p>Year 10 in Depth Focus Purpose: Update and Questions from Governors JJ circulated data presentation from Full Matrix This is looking better than last year. Big gap between level's 4 & 5 (20% gap). There is currently a disparity between what schools and colleges are being asked for as an outcome and what employers are asking for.</p>	<p>JJ to circulate information on progress of PE, Music and French</p>

	<p>At the end of the year we will give you an update on the Progress 8.</p> <p>The feedback from the Y10 work experience was the best that we've ever had.</p>	
FGB180417/6	<p>Spanish and RE Purpose: Progress update</p> <p>See item 5 and CAW presentation</p>	
FGB180417/7	<p>Minutes of the meeting of 21.03.17 The minutes of the meeting of 21st March 2017 were signed as a true and accurate record of the meeting. Matters Arising (Action Points): All actions from the agenda were addressed with the exception of the direct time budget.</p>	Direct time budget to be circulated for May FGB
FGB180417/8	<p>Policies Purpose: Ratify and adopt the following: The following are a requirement of the Health Improvement Grant: Healthy Eating Policy DE explained that this meets the government guidance</p> <p>Physical Activity Policy DE explained that this meets the government guidance Half of the grant money was spend on cardio equipment and half on healthy eating</p> <p>Data Protection Policy (Statutory, has been updated since the installation of CCTV) Over £4k has been spent on repairing toilets this year so it has enabled us to monitor incidents. The images are not displayed on the monitor in reception There was some vandalism of the initial camera. Students are unhappy about it. The Chair explained that this is the policy that governs how we store the images and we have to deal with the complaints on a case by case basis</p> <p>Governor Challenge In terms of the images captured by Iris during lesson observations, what happens to those? Only the teacher has control of the footage and it does not go on to an external platform. The policy states that we can use Iris footage for behaviour incidents.</p> <p>Governor Challenge I didn't get that from the the policy in relation to Iris.</p>	DE & JJ to explore whether we need an Iris section for the Data Protection policy

	<p>Governor Challenge How long are Iris images stored for? Staff have access to them for the duration that they work at RCC. This access ceases when staff leave.</p> <p><u>All policies approved by FGB</u></p>	
<p>FGB180417/9</p>	<p>Training Purpose: Update and Feedback AA reported that she has finished Induction Training</p>	<p>AA to present information at next FGB</p>
<p>FGB180417/10</p>	<p>Finance & Estates Update: Budget Presentation Purpose: Receive and discuss</p> <p>THIS WAS DISCUSSED BEFORE ITEM 3</p> <p>The Chair of the Finance and Estates Committee (F & E) made the following statement: It is important to remind you that we were over looking at a deficit budget over the 3 years. One of the things that we don't want to do is give the impression that this school has money to spare. We are only where we are financially because of incredibly prudent house-keeping. A lot of the maintenance that would have been done and a lot of the resources that we would have liked to be available had been kept in check in order to make savings. This year we have decided not to carry forward a large amount but make spending available for given projects. Moving forward, we are not safe from staff restructure for all staff. Another issue is that we run a 3 year KS4 and there is a discrepancy between the funding between KS3 and KS4. Last year, the decision was taken to run 4 option blocks. With these 4, it inevitably means that the school is running at a higher cost as it means that groups run in smaller classes. The governors at F & E have asked the school to look at running 3 option blocks next year. This has been agreed upon. It will mean less choice for the students but it will mean more curriculum time for each subject. They will not be doing less than other schools as currently RCC do more than local schools. We are not out of the woods yet despite the fact that we have this roll over.</p> <p>DE talked through the document Budget Information for Governors</p> <p>Considering that we have been paying for 2 head teachers the outturn of an underspend is good news.</p> <p>The document outlined the agreed items which need to be recreated:</p> <p>Next year's budget puts us in a better position than most other schools locally.</p>	

	<p>The assumption is that LG will remain with her 3 days until the end of Term 6.</p> <p>p.8 Unitary Analysis is based upon known student numbers. We are exceeding known numbers. Currently, there is a minimum funding guarantee. This disappears next year. Year 3 is based upon what is known on the National Funding Formula. We will be almost £40k worse off in that year owing to the way in which deprivation is funded. This is best guess as the formula is yet to be released.</p> <p>DE has been instructed by LA to budget for a 10% increase in insurances.</p> <p>Potentially we could see a £148k deficit in 19/20</p> <p>Potentially we may go up to 148 students in Y7</p> <p>Budget page – 4th column is how we have allocated our budget (0 at bottom) Utilities 27% increase. All is written on the assumptions that we have a 1% increase on staff. We factored in all who could move a payspine or threshold.</p> <p>This is a ‘worse case’ prediction</p> <p>The Chair of F & E reported that one of the obvious questions to ask is: Why if you have a £90k roll over this year are you not keeping it for later years? Money that comes into school is to be spent on the children who are currently there.</p> <p>The Headteacher reported that in an ideal world, it is acceptable to have 1-2% contingency. I fully support what VE, DE and KM have said: Over the years, this school has been starved of building maintenance and IT equipment. This cannot continue as we are living in a fast moving world.</p> <p>Governor Challenge Why is there an increase in staff percentages? The increase in staff percentages is related to the fact that how we pay consultant staff has changed and that our leadership team is new but as time goes on, they become more expensive.</p> <p>Things we can control: the new lighting will save us £2.5k a year once we have paid it off. We are looking at moving to mains gas as over time this will save money.</p> <p>Forecasting in terms of the curriculum and future staffing needs has been undertaken. We can confidently say that going forward, there will be 2 staffing posts that will not be needed – redundancy to be started.</p>	
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	<p>Governor Challenge What number of student increases are we looking at? We are constrained by accommodation. Maximum would be 150 so we are looking at 148 to give some flexibility.</p> <p>Currently we subsidise the catering as we don't have enough to make it viable for the company so as the student number increases this subsidy will go.</p> <p>Governor Challenge Where is the apprenticeship levee? £10880 this year being paid to the levee which should in theory unlock £15k to us. There will be teaching assistant and teaching apprenticeships coming up. We have to pay this as our turn over is over £3million</p> <p>Governor Challenge Looking at 10150 technicians/librarians: there was a dip last year? That is because we didn't have an IT manager for half the year</p> <p>Governor Challenge Education Support staff had a big dip last year but is back up. Please elaborate. There were key posts that were undertaken by supply staff which increased the cost.</p> <p>Governor Challenge Talk us through curriculum resources Big boost last year, all the new IT infrastructure. On a standard year I would expect £100k. The grant from the Darvel Community has come in and straight out to the Living Garden</p> <p>Governor Challenge Curriculum Professional fees? Had a peek last year as the interim HT was funded from there. It has dropped this year as it is now under staffing.</p> <p>Governor Challenge Why is there is a drop in other insurances? That is because we are no longer continuing with absence insurance</p> <p>The Chair of F & E reported on another item that discussed at F & E: This school is still running on a high level of long term sickness and maternity covers. In addition, the supply costs are high and this is linked to trips as well as short term absence.</p> <p>DE directed to p.3 to examine the Trips and Visits section of the report. We need to be more creative with how trips are planned so that we are working within the law and that there is minimum disruption for other students. Currently, we have been passing on the cost of supply for trips to the parents. This is not legal.</p> <p>The Chair reported that this practise must change with immediate effect. <i>FGB in agreement with this change and that trips are not to take</i></p>	
		Trips policy to be amended to reflect that supply cover cost are not to be passed on to parents and that trips are not to be run T4 and T5

	<p><i>place in Terms 4 & 5</i></p> <p>Governor Challenge Does it have to be all teachers that go on a trip? We certainly need a percentage of teachers but we need to look further afield to support staff, governors and parents. As Headteacher, I am pro trip but I would not be happy to sign off a trip during Term 4&5</p> <p>Governor Challenge When we had Becky Muegens present we had the discussion as to whether students need to see live theatre. Are some trips mandatory? Yes a very small number, but they can be managed in different ways. They can happen in the evening or holiday. This is dependent on staff goodwill. Some trips will have to happen in term time. No trip from this point on will be authorised without coming to HT first.</p> <p>Governor Challenge Is there are Trips Policy? Yes but it is more operational than strategic.</p> <p>Governor Challenge Could we sports trips be looked at too? Currently children are missing learning time to attend sporting events. We need to be considering Theme Days alongside this.</p> <p><u>The Governing Body agree the budget of £3344088 (Three million, threehundredandfortyfourthousand and eighty-eight pounds)</u></p> <p>The Chair advised the FGB that should they have further questions, they should email DE</p> <p><i>LG left the meeting at 18:19</i></p> <p>19:17</p> <p>The Chair of F & E reported that RCC have been administering Grove House for a huge number of years despite the fact that we stopped using the facility when we stopped running Adult Education Courses there. It is therefore costing us money for which we see no benefit in return. At the March F & E it was decided that RCC would withdraw from running the administration. All the activities that currently run there will be able to continue.</p> <p>DE reported since the F & E meeting he has been informed that there is a month's notice period to be given in writing.</p>	<p>DE to draft letter for LG regarding notice from Grove House</p>
<p>FGB180417/11</p>	<p>Any other business</p> <p>Co-option of Jess Husdon The Chair stated that KR has raised the issue that JH is a parent and that means that there would be 5 members who are parents (2 parent governors and 3 co-opted parents – KM, GM, NJ, AA, JH)</p>	

	<p>JH's background includes recruiting governors. We could draw upon those skills to get us more governors who are not parents.</p> <p>Governor Challenge How are governors recruited? The Chair reported that there is Inspiring Governance and the One Stop Governance shop and that she had trawled both of those websites and put feelers out to 4 people all of whom were unable to accept at this time.</p> <p>Governor Challenge We need diversity in our FGB as we are currently a board that is female heavy. The Chair was in agreement that more diversity is needed but raised the issue of needing to be at full strength in order for the committees to be effective The Chair proposed that JH be co-opted and that a skills audit is undertaken so that future recruitment reflects the gap in skills.</p> <p>The majority of the FGB were in agreement that JH should be co-opted</p>	
FGB180417/12	<p>Date and time of next meetings - FGB 16th May 2017 5pm</p> <p><i>The meeting closed at 19:21</i></p>	

Action	Personnel	Timescale
Directed time budget to be completed	LG	In readiness for May FGB
Percentage room capacity calculation to be circulated	VE	With immediate effect
Number of PPG students at English Easter revision sessions to be circulated	PH/SLT	With immediate effect
Prevent Policy to be added to website	DE	With immediate effect
Staff Governor election to be organised	KD	With immediate effect
Check F & E papers are on share point	KD	With immediate effect
Rationale for grade forecasting to be written	SLT	In readiness for September 2017
Information on progress of PE, Music and French to be circulated	JJ	With immediate effect
Exploration of whether an Iris section for the Data Protection policy is needed	DE & JJ	With immediate effect
Induction training update	AA	In readiness for May FGB
Trips policy to be amended to reflect that supply cover cost are not to be passed on to parents and that trips are not to be run T4 and T5	SLT/JM	With immediate effect
Draft letter regarding notice from Grove House to be written	DE	With immediate effect