

**Full Governing Body Meeting  
Tuesday 27<sup>th</sup> March 2018 at 5pm  
Robertsbridge Community College**

Present	Initials	Attendance
Kenny Fitzpatrick, Interim Headteacher	KF	✓
Karen Marr, Chair	KM	apologies
Vanessa Everett Vice Chair	VE	✓
Alison Ambrose	AA	✓
Jenny Barret	JB	✓
Jane Corin	JC	✓
Peter Davies	PD	✓
Stephen King	SK	✓
Keith May	KMy	✓
Gus Murphy	GM	✓
Kathy Robinson	KR	✓
Jess Wilks	JW	✓
<b>In attendance</b>		
Carly Young, Deputy Headteacher	CY	✓
Jacqui James, Assistant Headteacher	JJ	✓
Lynne Phillips, Assistant Headteacher	LP	✓
David Evans, Business Manager	DE	✓
Kate Davies, Clerk to Governors	KD	✓
Alison Egglestone, Attendance Officer	AE	✓

Agenda Item	Discussion and Decisions	Action
	<p><b>Welcome from the Chair</b>            VE opened the meeting. KD clerked the meeting.            The Chair introduced the new governors            Restructure report to be item 10            Item 4 and 7 to be combined            Closing meeting to all school staff for item 11 onwards            AOB – experiences with sharepoint</p>	
<b>FGB300117/1</b>	<p><b>Procedural</b></p> <ul style="list-style-type: none"> <li>a. Apologies for absence – The above apologies were accepted.</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>	

<b>FGB300117/2</b>	<p><b>Minutes of Previous Meetings</b> 23<sup>rd</sup> January 2018, 30<sup>th</sup> January 2018</p> <p>The minutes of the meeting of 23<sup>rd</sup> January 2018 and 30<sup>th</sup> January 2018 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>	
<b>FGB300117/3</b>	<p><b>Restructure Report</b> Purpose: Discuss See item 5</p>	
<b>FGB300117/4</b>	<p><b>College Development Plan Verbal Feedback</b> Purpose: Receive and discuss</p> <p><b>LP Attendance</b> LP shared presentation Any student falling below 95% attendance receives a letter. If attendance falls twice more, parents are invited in for a supportive meeting. This looks at the barriers that there are and how the school can help the family with attendance. LP explained the motivation of the Get a Grip Campaign that was launched by ESSC last year: East Sussex had the 3<sup>rd</sup> worst attendance in the country. ESSC expect that any student with less than 95% attendance is put on a 10 week monitoring plan. RCC felt that this was too hard hitting. Instead, a letter is issued and it was decided to alter the LA model as the wording was harsh. Last academic year attendance with not as good as it should have been. Attendance Officer was employed and she has really raised the profile of improving attendance. LP introduced Attendance Officer, Alison Egglestone AE reported that:</p> <ul style="list-style-type: none"> <li>• This is the 3<sup>rd</sup> school in which she has worked in this role and where she has set up the attendance structure. The RCC structure will be reviewed with LP and the Headteacher at the end of the academic year.</li> <li>• An email is sent every Friday with the attendance figures.</li> <li>• There has been an increase in contact with ESBASS including a monitoring visit in April.</li> <li>• There have been conversations with the LA regarding the increased levels of illness. LA confirmed that it has been a difficult year with illnesses including Aussie Flu</li> <li>• Students currently on 10 week monitoring – 80</li> <li>• 15 due to go on monitoring</li> </ul> <p>LP clarified that genuine illness is acceptable but for other conditions such as anxiety there is a spiral effect: the more time off, the harder it is to return and stay in school</p> <p>1<sup>st</sup> day absence AE calls all families whose children have not been recorded in at AM</p>	

	<p>registration</p> <p><b>Governor Challenge</b>  <b>Previously there was a problem in collecting data because the registers were not getting to you. Is that still a problem?</b>          No, the AM registers are fine but period 4 can still be difficult.</p> <p><b>Governor Question</b>  <b>Is it still the same departments that you are struggling with?</b>          Yes</p> <p><b>Governor Question</b>  <b>How many parents are responsive?</b>          Some parents pick up, some don't. Some prefer email.</p> <p><b>Governor Question</b>  <b>What happens if they don't?</b>          A message is left, a follow up email sent and AE will try again.</p> <p>3 day absence          If I don't get contact within those 3 days, I would ring the family to confirm that they are still unwell.</p> <p><b>Governor Question</b>  <b>Is the expectation that the parents ring every day to report illness?</b>          Yes. With the exception of major medical</p> <p>If a student is missing period 4 AE checks whether they are in the classroom. If they are not, AE contacts the family to ask them to get in touch with the student and explains that if the family can't get hold of them, they must call the police.</p> <p><b>Governor Question</b>  <b>When a student arrives late and they do the inventory, how do you access that information?</b>          I have access to that computer system and I have a copy of any timetable changes so that families are not contacted inappropriately.</p> <p><b>Governor Question</b>  <b>Are registers taken electronically?</b>          Yes and staff will email me to inform me that ... has not arrived.</p> <p><b>Governor Question</b>  <b>Do you have any pupils who are on alternative provision?</b>          Not at the moment</p> <p><b>Governor Question</b>  <b>Do you have a different process for authorised and unauthorised attendance?</b>          The Headteacher reported that he makes those decisions.</p> <p><b>Governor Question</b>  <b>Do you monitor lateness as well?</b>          Yes</p> <p><b>Governor Challenge</b>  <b>How do parents know what you are looking for in terms of attendance and absence?</b>          LP reported that the profile of this is raised at the transition meeting. However, going forward, the expectations could be made clearer to parents.</p>	
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	<p><b>Governor Question</b>  <b>Once you drop below 95% does it matter whether it is authorised or not?</b>          No, it still triggers the letter</p> <p><b>Governor Question</b>  <b>Do you have separate figures for SEND and PPG?</b>          Yes, we capture that once a term.</p> <p><b>Governor Question</b>  <b>Is there a difference?</b>          Yes,</p> <p><b>Governor Challenge</b>  <b>What is being done about it?</b>          The SEND staff and Accelerated Progress Coach mentor these students</p> <p><b>Governor Challenge</b>  <b>Has it been successful?</b>          Yes, there has been an improvement. There is still a gap but it is moving forward</p> <p><b>Governor Question</b>  <b>What struck me was the 80 students on the 10 week monitoring. That to me sounds a lot. I can't quite marry that up with the headline figure. Can you clarify this?</b>          The Deputy Headteacher reported that previously, when they dipped, there was nothing stopping them from declining further. Now we have a system to reverse the path</p> <p><b>Governor Question</b>  <b>Do you have a bench mark for where you would like the monitoring figure to be?</b>          LP reported that they would like to be above 95%          AE reported that the figure fluctuates. This week there are 7 students who will be coming off of monitoring.          The Vice Chair informed the board that one of the measures of impact will be the number of students who have to go back to the 10 week programme.          AE reported that previously, it was possible to make a front door referral for free if that was the scenario but now students have to be put back on the 10 week programme. Now they need to have 10 unauthorised absences in 6 weeks for a front door referral to be made.</p> <p><b>Governor Question</b>  <b>So this is just another example of a withering level of support from the LA</b></p> <p><b>Governor Question</b>  <b>What is the cost of that if we were to pay for it?</b>          One visit from ESBASS is £70</p> <p><b>Governor Question</b>  <b>How did the staff compare and do the students know?</b>          DE reported that staff attendance is about 2% better than students.          The Headteacher reported that it is not appropriate for students to have this information.</p> <p>The Vice Chair extended her thanks to LP and AE. The fact that we</p>	
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	<p>are a % point up at this time of year is hard won ground.</p> <p>AE left the meeting at 17:37</p> <p><b>Governor Challenge</b>  <b>It is disappointing that registers are still an issue. This needs to be followed up</b></p> <p><b>Exclusions</b>          LP shared exclusions statistics          FTE 24 (18 students) this year Last year 65 (37 students)</p> <p>PEX 0 Last year 4</p> <p>LP reported that this reduction is due to working in partnership with other providers. This year we have managed to avoid one PEX</p> <p><b>Governor Challenge</b>  <b>Tell us about Y11</b>          We have a difficult group of boys in this year group who don't really like each other and fight. The SLT mentor a small group each and work hard to help them to make the right choices</p> <p><b>Governor Challenge</b>  <b>Why so many more boys?</b>          We have more boys and they tend to be more physical than girls. At the panel meetings that I go to, that is reflected there too.          The Deputy Headteacher reported that it is a national trend and is also reflected in the gender figures in prison.</p> <p><b>Governor Challenge</b>  <b>Those figures seem quite good to me but how do they compare with other schools?</b>          LP shared a spreadsheet illustrating the schools in our area          PEX – St Leonards 7, Rye 6, Claverham 3, William P 5, Helenswood 3          Currently College Central is full with PEX students and it is meant to take students for 6 weeks and then they return to school          We have taken 4 PEX students into our school this year. We have had some success. We have a Y8 boy who wasn't deemed to be suitable for mainstream but with support, he is fitting in and making progress.</p> <p><b>Governor Challenge</b>  <b>How do we compare with how many other schools have taken?</b>          Others have taken 4/5. It is shared out.          The Headteacher reported that on the day that you exclude, you have a phone call to take a student that has been excluded from elsewhere who you don't have a relationship with. As a result, schools work hard to support their own students and keep them if at all possible.</p> <p><b>Governor Question</b>  <b>Are the parents involved in the decision?</b>          Partly</p> <p><b>Governor Question</b>  <b>Do academies have the right to say no to students?</b>          If they have signed up to the Fair Access Protocol then they have too.          Otherwise they would need to keep students in house.</p>	<p>Problems with afternoon registers to be followed up</p>
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	<p><b>Y11</b> JJ Shared key headlines for most recent data capture</p> <table border="0"> <tr> <td>2017</td> <td></td> <td>T3 (2018)</td> <td>T4</td> </tr> <tr> <td>%4+ E &amp; M – 76%</td> <td></td> <td>70</td> <td>72</td> </tr> <tr> <td>%5+</td> <td>53%</td> <td>45</td> <td>50</td> </tr> <tr> <td>A8 gap</td> <td>-22.31</td> <td>-13.88</td> <td>(diff between ppg &amp; non)</td> </tr> </table> <p><b>Governor Challenge</b> <b>What are the threats?</b> Fairly confident with the English and Maths forecasting. They are using the grade boundaries for last year as a bench mark. Rest of the school except for Product Design are going through the new GCSEs so forecasting accuracy is a threat We are concerned about languages and Music because of long term sickness</p> <p><b>Governor Question</b> <b>Is the threat to German still there?</b> It is, we now have a solution but they have had a gap. We have focussed on what it is that the students need to do to improve rather than getting bogged down with forecasting.</p> <p>Every single PP student has been RAG'd. This has been filtered out to all staff and they have had to feedback on what steps can be taken to convert the grades. There has to be a big culture change when it comes to PP students. We've come from a model where we've spoken a lot about 5 A-C. Now it is all about moving students on: It doesn't matter what the starting grade is, are they moving on? There are some students who are flying high and they are categorised as white.</p> <p><b>Governor Challenge</b> <b>Do the higher attaining PPG students get picked up in this system?</b> Yes and the example on the board is one of those.</p> <p>There are 10 students who are on a L3 for maths, if they could convert those to a 4, we will be on 80% for the key measure. English has 5 conversion would be 76% and if all those conversions were made it would give us 84% as the key measure The Headteacher reported that JJ presented this information to the staff and showed photos of the students so that all the staff are aware of who they are.</p> <p><b>Governor Challenge</b> <b>Apart from beating each other up, are there any other problems with their behaviour?</b> The concern has been apathy. There is usually a turning point in Y11 where they realise that they need to knuckle under. We must remember that the majority of students in Y11 work hard</p>	2017		T3 (2018)	T4	%4+ E & M – 76%		70	72	%5+	53%	45	50	A8 gap	-22.31	-13.88	(diff between ppg & non)	
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FGB300117/5	<p><b>Restructure Implementation</b> Purpose: Receive and discuss</p>																	

	<p>The Headteacher explained that there has been a feeling of uncertainty with how much information has been shared with governors. This is due to the fact that if there were any appeals made, untainted governors are needed to sit on the panel.</p> <p>The Headteacher praised the staff for maintaining focus on the students during this difficult period.</p> <p>The Headteacher recapped the timeline, the initial proposal objectives and financial context.</p> <p>Shared new context of PAN to 145 from 2019 with 2018 Y7 being able to take 15 over the 130 PAN without going through appeals process.</p> <p>Redundancy process was able to be stopped following 2 members of teaching staff being offered posts elsewhere and one termination settlement being agreed.</p> <p>All meetings held by KF with staff were minuted by HS</p> <p>Headteacher and SLT have had salaries capped and job descriptions altered.</p> <p>Heads of House will no longer be teaching staff but support staff.</p> <p>English, Maths and Science Heads of Departments have been moved on to Leadership scale and have become second tier of SLT (wider leadership)</p> <p>Some staff members are having to go to a competitive interview for Curriculum Leader roles</p> <p>New Premises Manager to support DE</p> <p>Most appointments will be direct appointments</p> <p>Some staff have protected pay. This means they are not allowed to be asked to do the same job. The Headteacher will negotiate the additional duties for these members which will run for the next 3 years in line with the protected pay.</p> <p><b>Governor Question</b>  <b>When you appoint and HT, the salary scale depends on the pupil numbers. Have you set the scale?</b>        We are group 5 (scale 25-31) Governors have to set a 4 point scale within that but we can give 25% more.</p> <p><b>Governor Challenge</b>  <b>Any thoughts on what the new National Funding Formula will do to us?</b>        Initial indications are that we are approximately £53k better off but in practise we may be slightly worse off when you look at deprivation indicators. We are protected for 2 years. We have looked at a 6 year</p>	
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	<p>model in the F &amp; E Committee and have factored this in.</p> <p><b>Governor Question</b> <b>How long do you get to keep your surplus for?</b></p> <p>The Vice Chair reported that you can keep it rolling forward but you need to have a project that you are saving it for.</p> <p>The Vice Chair expressed gratitude to KF, DE and HS for their work on this. It has set the school on the firm ground.</p>	
<p><b>FGB300117/6</b></p>	<p><b>Safeguarding Audit and Checklist</b></p> <p>Purpose: Receive and discuss External audit</p> <p>Deputy Headteacher explained that this will always be a work in progress and a lot of the items are best practise There are now 0 items at the top end that need to be addressed. The Head of RE has done a questionnaire regarding PREVENT KF &amp; CY are attending Health and Safety training in T5 Medicines and Medical conditions need to have their roles clarified following the restructure The IT and Communications Manager is currently going out to tender regarding the monitoring systems for the network. DE reported that 3 different systems have been looked at and the LA option does not look like the most suitable. The system that we are favouring flags up words in RAG and these would then be looked at by LP and analysed (words could be related to learning in RE for example)</p> <p><b>Governor Question</b> <b>I have read that outside worker/maintenance workers are overseen by DE. Is this correct?</b></p> <p>DE reported that in terms of SSRecords, HS has responsibility for keeping the record up to date.</p> <p><b>Governor Question</b> <b>One of the reds was to check up with the training for outside contractors. How is this progressing?</b></p> <p>The Deputy Headteacher reported that is something that she will check at the audit because often workers will have a DBS but not the training that goes with it. Now we have a letter that goes out requesting that they have safe guarding training. LP does the face to face training</p> <p><b>Governor Challenge</b> <b>Is there an option for using an online training?</b></p> <p>If it is a contractor who is only coming in once, it is not a realistic expectation for them to have undertaken safeguarding training. The work that LP has done on the visitors booklet is very valuable</p>	
<p><b>FGB300117/7</b></p>	<p><b>Teaching and Learning Observations feedback</b></p> <p>Purpose: Receive and Discuss CY shared the T4 observation report.</p>	

	<p>Following the training for observers, there is a more uniform approach and more accurate and consistent feedback is being given.</p> <p><b>Governor Challenge</b>  <b>Can you explain what is meant by ‘merge SEND and PP with overall progress’ and why it is in red?</b>        Yes, it is in red because it is not appropriate to merge those items so it is not going to be changed.</p> <p>2 observers still referred to staff personally so CY will follow that up with those 2 individually.</p> <p>64% of staff had elements of their teaching that should be shared and this will feed into the CPD programme for next year.</p> <p>Profile of AFL will be raised in the next 2 terms. Unfortunately, we had to postpone and AFL training session during the snow</p> <p><b>Governor Challenge</b>  <b>Why do you think they identified AFL?</b>        There are many strands to it. At the next Middle Leaders meeting this will be followed up</p> <p><b>Governor Question</b>  <b>You have 33 items here. When you observe a lesson, do you expect to see all 33?</b>        When the information is collated, I generate a matrix and count the number of times I have seen the same thing identified.</p> <p><b>Governor Challenge</b>  <b>In terms of observing, how do you ensure quality assurance/parity?</b>        Each observation was undertaken in pairs and it was an opportunity to drive through the items on the teacher action plan and give higher quality responses.</p>	
<p><b>FGB300117/8</b></p>	<p><b>Governor Monitoring Plans</b>        Purpose: Receive and Discuss        The Vice Chair checked that all had received model policy from KM        GM reported that he thinks that the bit that’s missing is a collective opportunity for governors to meet the staff. We know the staff that attend this meeting regularly but I wouldn’t know the other staff and they wouldn’t know me        The Deputy Headteacher suggested that INSET day would be an opportunity for this as all staff are there. In the past, as part of the CPD programme, there has been a ‘Meet the Governors’ evening. This was a struggle to get governors to attend so if there is raised interest in this, it is a positive thing.        KR reported that last year, when we had 3 days where we came in to college, she found that to be a great way to get to know the school and fellow governors. She did not know how it was for the staff and was unsure as to why it changed.        Other members agreed.        The Deputy Headteacher reported that in the last 2 years it has been a</p>	

	<p>difficult set of circumstances and that has made it harder to facilitate those days but that should be different now and we have capacity to do that going forward.</p> <p>JW reported that on a day to day basis, she feels, it is easier to link with a subject rather than with 'teaching and learning'</p> <p>KMy explained that this method is called the circle method. If you are responsible for teaching and learning, then you look at the CDP and when you come in you 'test' it. If the objective is green then you can ask for evidence to meet it.</p> <p>JW reflected that she understands that but the issue of being unable to make relationships with staff remains.</p> <p>The Deputy Headteacher felt that building a relationship is achievable as there is an SLT responsible for each of those areas.</p>	
<p><b>FGB300117/9</b></p>	<p><b>Finance update incl SFVS &amp; S2S</b></p> <p>Purpose: Receive and Discuss</p> <p>DE explained that the year-end has just been completed and there are some positives.</p> <p>There are still have some figures that haven't come through relating to payments for exclusions.</p> <p>£110k surplus</p> <p>The Vice Chair explained that the F &amp; E Committee are now going to look at projects that that this funding can be used for that are going to move the school forward. It may be putting more staff into certain areas, it may be capital projects. This money has been hard earned by everyone in this school. The pupil numbers going forward are healthy and this means that there is finance to plan projects to take RCC forward.</p> <p>The Vice Chair extended thanks to DE for his work on the budget</p> <p>SFVS</p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• There is still have one vacancy on the F &amp; E committee</li> <li>• Training and development support that we may need following HT recruitment are the only things</li> </ul> <p><b><u>The Full Governing Board are in agreement with SFVS evaluation</u></b></p> <p><b><u>The Full Governing Board approved the Costing for Services to Schools</u></b></p>	
<p><b>FGB300117/10</b></p>	<p><b>Policies</b></p> <p>Purpose: Ratify and adopt the following:</p> <ul style="list-style-type: none"> <li>• Code of Conduct</li> </ul> <p><b>Governor Challenge</b></p> <p><b>Tutoring: the policy implies that staff can tutor pupils in the school. Should we be saying that staff are able to do this?</b></p>	<p>CY to look at the tutoring at home element of the policy</p>

	<p>CY to follow up</p> <ul style="list-style-type: none"> <li>• Exams Policy – students are given a much more simple policy</li> <li>• Exams Contingency Policy</li> <li>• Provider Access Policy</li> <li>• Safeguarding Children – LP has removed all phone numbers. This is a county update</li> <li>• Medical Needs Policy</li> </ul> <p><b><u>All above policies approved by the Full Governing Board</u></b></p> <p><i>CY, JJ, LP and DE left the meeting at 18:56</i></p>	
<b>FGB300117/11</b>	<p><b>Headteacher Recruitment</b> Purpose: Discuss</p> <p>See Confidential Appendix A</p>	
<b>FGB300117/12</b>	<p><b>Training</b> Purpose: Discuss Deferred to next meeting</p>	
<b>FGB300117/13</b>	<p><b>Any other business</b> Purpose: Discuss</p> <ul style="list-style-type: none"> <li>- Urgent matters only (please send to clerk prior to meeting)</li> <li>- Non urgent business should be notified to the Clerk for inclusion in the next meeting's agenda.</li> </ul> <p>Can we suggest moving to google drive?</p>	
<b>FGB300117/14</b>	<p><b>Date and time of next meeting</b> 8<sup>th</sup> May 2018 <b>5pm start</b> <i>The meeting closed at 19:27</i></p>	

<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>
Problems with returning afternoon registers to be followed up	SLT	In readiness for May 8 <sup>th</sup> FBG
Tutoring aspect of Code of Conduct to be explored	CY	With immediate effect
Sharepoint experiences to be feedback	KD/Board members	In readiness for May 8 <sup>th</sup> FBG
Headteacher recruitment questions to be circulated to members	KM	With immediate effect