

**Full Governing Body Meeting
Tuesday 11th December 2018 at 5.00pm
Robertsbridge Community College**

Present	Initials	Attendance
Alison Ambrose	AA	✓
Ruth Ashenden (left at 6.15pm)	RA	✓
Jenny Barrett	JB	✓
Jane Corin	JC	✓
Peter Davies	PD	✓
Vanessa Everett (in the Chair)	VE	✓
Kenny Fitzpatrick, Interim Headteacher	KF	✓
Stephen King	SK	✓
Karen Marr	KM	Apologies
Keith May	KMy	✓
Kathy Robinson	KR	✓
Jess Wilks	JW	Apologies
In attendance		
Bridget Greenwood, School Business Manager	BG	✓
Jacqui James, Deputy Headteacher	JJ	✓
Danielle Kingsley, SENCo (Item 3)	DK	✓
Andrew Wright, Associate Deputy Headteacher	AW	✓
Sally Welch, Clerk to Governors	SW	✓

		Action
1.	<u>Welcome and Apologies</u>	
1.1	VE opened the meeting, welcoming all those present.	
1.2	Apologies were accepted from KM and JW. RA was introduced and welcomed to her first meeting as Staff Governor.	
1.3		
2.	<u>Declarations of Interest</u>	
2.1	There were no declared interests relating to the business of this meeting.	
3.	<u>SEND Presentation</u> <i>Governors received a presentation on SEND provision at RCC.</i>	
3.1	The following points were noted in discussion.	
3.1.1	<u>Support for students identified as having SEND</u> The SEND Code of Practice states <i>'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching (section 6.37).</i>	
3.1.2	Governors reviewed how the SEND team is organised to provide information and advice to support high quality teaching and learning. Activities include: <ul style="list-style-type: none"> ➤ Regularly assessing the progress of students with SEND in line with grade card and reporting and using this information to communicate with staff and other support. ➤ Providing up to date information about students and reviewing individualised recommended strategies for effective teaching and support. ➤ Running and reviewing targeted student interventions in core areas outside of the National Curriculum designed to support cross-curricular learning and progress. 	

<p>3.1.3</p>	<ul style="list-style-type: none"> ➤ Coordinating referrals to external agencies where further support or assessment is needed for a student presenting with concerns relating to SEND. ➤ Coordinating teachers' feedback for statutory reviews to ensure EHCPs are updated in line with the level of support each young person requires. ➤ Offering regular training and CPD for staff on issues relating to SEND. ➤ Acting as consultants/advisors to teachers where support and feedback is sought. ➤ Providing in-class support where requested by teaching staff. ➤ Offering dynamic, innovative and research-based support with pupil progress the priority. <p>The timetabling of TA support is reviewed regularly in line with data captures throughout the year to ensure that resource is allocated to students making below expected progress and aligned to strategic priorities. The introduction of revised call out arrangements has had a positive impact in decreasing the amount of time the TAs were spending previously on dealing with pastoral issues. Currently, the TA team is deployed to provide:</p> <ul style="list-style-type: none"> ➤ In-class support and resources ➤ Interventions ➤ Advice and consultations 	
<p>3.2</p>	<p><u>SEND/Inclusion Register</u></p>	
<p>3.2.1</p>	<p>In 2018/19 the previous SEND Register was superseded by a new Inclusion Register. The Inclusion Register has been developed through a process of review and refinement to ensure that students with complex needs are 'K' coded (recorded as needing SEN Support).</p>	
<p>3.2.2</p>	<p>Governors asked how this process has affected provision for other vulnerable students. SENCo advised governors the SEND register represents a small fraction of the larger Inclusion Register (listing in excess of 100 students at any time). Vulnerable students continue to be identified and receive support – e.g. the team work closely with colleagues to create and implement support plans for students who may have poor attendance or are at risk of exclusion.</p>	
<p>3.3</p>	<p>Contextual data on the number of students in the SEND cohort was presented and discussed in the meeting.</p>	
<p>3.3.1</p>	<p>There are 23 students with an EHCP, of which 20 are in receipt of top-up funding. 3 are not funded.</p>	
<p>3.3.2</p>	<p><u>SEND Register</u> Year 7 – 8 students Year 8 – 9 students Year 9 – 10 students Year 10 – 13 students Year 11 – 15 students</p>	
<p>3.3.3</p>	<p>Governors asked about the reason(s) for the smaller SEN cohort lower down the school. SENCo advised Governors that the current Year 10 and 11 have above average SEN cohorts. The numbers of students with an EHCP lower down the school reflects the increasingly higher threshold in place for the Local Authority granting EHCPs. Governors asked about the challenges this creates for the team. SENCo advised Governors the process for statutory assessments is now much more rigorous. The contraction in external support services has resulted in an increasing administrative burden on the team in relation to the number of repeat referrals which are now required for support to be initiated. Delays to the assessment process mean students join without the necessary support/assessments in place. Governors asked about parental engagement. SENCo advised Governors the college is fortunate in having parents who are well-informed and wanting</p>	

<p>3.4</p> <p>3.5</p> <p>3.6</p> <p>3.7</p> <p>3.8</p> <p>3.9</p>	<p>to work in partnership with the college. The SEN team support and supply parents with information so far as is professionally appropriate.</p> <p>The team is continuing to adapt and refine their focus on teaching and learning in response to strategic priorities:</p> <ul style="list-style-type: none"> ➤ Protecting Teaching Assistant time in lessons and in interventions through clarification of the roles of other Inclusion staff. ➤ Establishing notional subject area links for all Teaching Assistants in order to promote an increased emphasis on student progress, curriculum, pedagogy and support staff subject knowledge. ➤ Appointment of a subject specialist Teaching Assistant in English who works in conjunction with the SENCo and Head of English to ensure targeted support for students making less than expected progress within English in all year groups. A similar post is pending for Mathematics. ➤ Deploying TA capacity in response to data analysis (where logistics permit). ➤ Outside of core English and Maths support, allocating resource to providing statutory support for students with disabilities as outlined in an EHCP. <p>SENCo described other initiatives planned this year in support of the SIP priority <i>Ensuring SEND provision is central to high quality teaching and learning across the school</i>:</p> <ul style="list-style-type: none"> ➤ A working party to look at Year 7 curriculum for those with lowest prior attainment and most complex barriers to learning. ➤ A review of the current Inclusive Classroom Commitments to ensure accessibility for all learners, including enhancing the guidance and seeking to include elements of Genius Within programme where needed. ➤ Appointing Inclusion Ambassadors in core subjects. These will be enthusiastic teachers who will be allocated 2x cover lessons per term in order to facilitate cross-subject learning walks, feeding into greater monitoring and accountability for teachers in ensuring provision across the school is excellent. <p>Governors asked about the embedding of the Inclusive Classroom Commitments across the college. SENCo advised the commitments are up in each classroom and teachers have responded well to them.</p> <p>Governors asked about the degree of cross-over between students in receipt of Pupil Premium (PP) and those on the Inclusion Register. SENCo advised the Inclusion Register has been updated to include a PP indicator to enable easy identification of which students have this dual category. The team works closely to review provision and progress in conjunction with the Student Support Leader (SSL) with key responsibility for PP, through termly meetings and contributions to individual pupil reviews. Furthermore, the Intervention programmes (Literacy; Communication and Social Skills; Mentoring for students affected by complex, social, emotional or mental health needs) include specific additional support for pupils in receipt of Pupil Premium. This can include additional sessions, supportive mentoring around the programme as well as the sharing of progress data with SSLs.</p> <p>Governors asked how information on SEND students is disseminated to staff. SENCo advised a copy of the Inclusion Register, student profiles and details of regularly updated teaching and learning strategies are held on the staff drive. SIMS is also used. The team continually updates teachers on any changes they need to be aware of.</p> <p>Governors sought assurances about arrangements in place for ensuring accessibility to the curriculum for all learners. SENCo explained that all students are assessed on entry to the college using Lucid Exact software in addition to other individual tests where necessary, to assess literacy levels. Outcomes are used to direct students towards the required level of support. Literacy intervention is delivered in graduated levels, depending on the needs of each student and</p>	
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<p>3.10</p> <p>3.11</p>	<p>reviewed each year based on the needs of the cohort.</p> <p>Governors asked about procedures for exam concessions for 'K' coded students. The criteria and process for seeking concessions was explained. It was also emphasised that support around exams is provided to all students who are judged to need it as part of the college's inclusive approach.</p> <p>There being no further questions, Chair thanked SENCo for her presentation. <i>SENCo left the meeting.</i></p>	
<p>4.</p> <p>4.1</p>	<p><u>Urgent Business</u></p> <p>None.</p>	
<p>5.</p> <p>5.1</p> <p>5.2</p>	<p><u>Minutes of Previous Meeting – 6th November 2018</u> <i>A copy of the draft Minutes was circulated with the agenda.</i></p> <p>The Minutes were agreed as a true record of the meeting and signed by the Chair.</p> <p><u>Actions from previous meeting:</u> The actions log was reviewed, and updates noted (see actions log attached to these Minutes).</p>	
<p>6.</p>	<p><u>Outcomes</u> <i>A copy of the secondary governor data pack produced by the Local Authority was circulated with the agenda. The 2018 KS4 FFT Dashboard was distributed in the meeting.</i></p>	
<p>6.1</p> <p>6.2</p> <p>6.3</p> <p>6.4</p> <p>6.5</p> <p>6.6</p> <p>6.7</p>	<p>Deputy Headteacher took governors through the FFT dashboard report. This is felt to be a more useful format for governors, reporting on:</p> <ul style="list-style-type: none"> ➤ Strengths and areas for improvement ➤ Attainment and pupil progress compared to national average over the last three years ➤ School performance in different subjects ➤ Identification of underperforming groups of pupils ➤ School context and effect on performance ➤ Pupil attendance compared to national average <p>Governors asked what action is being taken to address the areas for improvement highlighted by the dashboard. It was pointed out that the dashboard is not published until November. Deputy Headteacher advised Governors the issues identified in the dashboard correspond to the college's own analysis and the college has put plans in place to address them. Governors were further advised that the data contained in the report is historical. The college's own tracking indicates the trend forward is positive in terms of attainment and progress.</p> <p>It was noted that term of birth data is a new addition to the report. Governors asked whether the data indicates any issues for the college. Deputy Headteacher advised Governors the data is to be discussed by the Deputy Headteachers group and she will report back to a future meeting.</p> <p>Governors asked to be provided with logins for the FFT dashboard. It was agreed to reinstate this.</p> <p>The data indicates the college's performance in terms of the Basics measures (% English and Maths (Grade 4+) was quite strong and held through.</p> <p>The Term 2 data capture window closed yesterday (10th December). Therefore the next update to governors will come in the new year.</p> <p>Concerns were expressed about the Year 11 absence data in the dashboard which appears to show a worsening position in terms of Persistent Absence (PA) as students progress through the school. Governors are also concerned about safeguarding implications arising from PA. KF advised Governors RCC has the second-best attendance of schools in the Local Authority. The college recognises that attendance is one of the hardest things to move and there are robust attendance management procedures in place. There is an improving trend year on year and the</p>	<p>Dep HT</p> <p>Dep HT</p>

<p>6.8</p> <p>6.9</p> <p>6.10</p>	<p>procedures are underpinned by detailed analysis of the PA cohort to identify any sub-groups for particular interventions.</p> <p>Governors suggested if the lateness contract is found to have an impact, employing a similar approach for persistent absence.</p> <p>Recognising the particular challenges of a rural context, Governors asked if comparative attendance data is available for rural schools and also schools in Hastings.</p> <p>Following discussion, Governors agreed they would like to look at PA in more detail and asked for a report to be brought to a future meeting.</p>	<p>HT</p>
<p>7.</p>	<p>Headteacher Report <i>The following documents were circulated with the agenda:</i></p> <ul style="list-style-type: none"> ➤ <i>College Self-Evaluation Summary – Updated December 2018</i> ➤ <i>College Improvement Plan – Updated December 2018</i> 	
<p>7.1</p> <p>7.1.1</p> <p>7.1.2</p> <p>7.1.3</p> <p>7.1.4</p> <p>7.1.5</p> <p>7.1.6</p>	<p>SEF and SIP – December 2018 updates</p> <p>Governors reviewed the documents in the meeting. RCC continues to be judged as a good college (Local Authority categorisation 2018/19). KF advised Governors the college will move into the third year of the current Ofsted inspection window in February 2019 and with the appointment of a new substantive Headteacher as of 1 January 2019, should be prepared for an early inspection.</p> <p>It was suggested the governing body may benefit from undertaking a self-evaluation against the grade descriptor for leadership and management. It was noted that Governors have committed to annual self-evaluation to identify strengths and areas for development and this appears in the cycle of FGB business later in the academic year.</p> <p>Governors raised the need for closer alignment of the SEF and the SIP. KF advised Governors the alignment of the two documents is coming into focus. The current iterations document the work undertaken to stabilise the college and prepare for the arrival of the substantive Headteacher. They need to be taken on and further refined and developed.</p> <p>Governors queried progress with reviewing KS4 provision. It was reported leadership will be exploring future models for KS4 provision in the new year.</p> <p>Other points highlighted in discussion:</p> <ul style="list-style-type: none"> ➤ Appointment of new Assistant Headteacher (Lucy Bignell) ➤ Successful accreditation for careers with the college exceeding all 10 Gatsby Benchmarks. Governors congratulated staff on this achievement. 	
<p>8.</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.5</p>	<p>Governor Monitoring <i>The following governor visit reports were circulated with the agenda:</i></p> <ul style="list-style-type: none"> ➤ <i>Outcomes (KMy and AA – visits 16th November and 7th December 2018)</i> ➤ <i>Health and Safety (KMy visit 16th November 2018)</i> ➤ <i>Safeguarding (KR visit 7th November 2018)</i> ➤ <i>Pupil Premium (KR visit 7th November 2018)</i> ➤ <i>E-Safety (PD visit 12th November 2018)</i> 	
<p>8.1</p> <p>8.1.1</p> <p>8.1.2</p> <p>8.2</p> <p>8.2.1</p> <p>8.2.2</p> <p>8.2.3</p>	<p>The following points were highlighted in discussion of the reports.</p> <p>Outcomes</p> <p>Governor monitoring confirms robust systems for monitoring and tracking are in place.</p> <p>Issues in the SEND report were covered earlier in the meeting.</p> <p>Health and Safety</p> <p>Revised Health & Safety Policy is presented for approval later on the agenda.</p> <p>School Business Manager confirmed risks identified during the learning walk have been addressed.</p> <p>Lockdown procedures are under review and will be tested following their roll-out to staff.</p>	

<p>8.3 8.3.1</p>	<p><u>Safeguarding</u> Safeguarding Link Governor queried arrangements in place for empowering the DSL within their role, with specific reference to the DSL not having line management responsibility for those members of staff directly involved with safeguarding – i.e. the school counsellor, the SSSL attendance, SSLs, SMSC and PHSE. It was confirmed that the relevant staff do meet regularly as part of agreed operational arrangements, which may not have been clear from the staffing structure diagrams presented to governors. It was agreed that further clarity on the issue would be helpful and an update would be presented at the next meeting.</p>	<p>HT</p>
<p>8.4 8.4.1 8.4.2 8.4.3</p>	<p><u>Pupil Premium</u> Pupil Premium Strategy Statement 2017-18 is available on the college website. Targeting of outcomes (progress and attainment) is fully reported; enrichment and aspiration less so. Yet the opportunities for students at RCC in careers and extra-curricular activities are considerable. Accelerated Progress Coach is looking at ways to make this explicit in the strategy statement. F&E Committee are looking at Pupil Premium funding at each meeting.</p>	
<p>8.5 8.5.1 8.5.2</p>	<p><u>E-safety</u> Governors discussed ways to reconcile college IT policies with parental engagement on what happens when students are not in school. Parent governors agreed to take some informal soundings amongst parents on the issues they are concerned about and the information/approaches parents might find beneficial. It was also agreed to invite student voice on e-safety through the student council.</p>	
<p>9.</p>	<p><u>Finance & Estates Committee – 27.11.18 Meeting</u> <i>A copy of the draft Minutes was circulated with the agenda, together with the draft Scheme of Delegation for approval and the policy review schedule for information.</i></p>	
<p>9.1 9.2 9.3 9.4 9.5 9.6 9.7 9.8 9.9</p>	<p>F&E Chair highlighted the following points for Governors’ information. <u>Budget</u> ➤ Budget share remains unchanged at £3,522,243 ➤ Capital Fund £15,458 The committee has asked leadership to scope proposals for strategic reinvestment of funds into the college to improve the quality of the student experience. Staffing costs are sitting around 83/84% of total budget, reduced from 90% three years ago. The college has received an £18k financial contribution from the Local Authority towards meeting the costs of pay award increases. There is one ongoing matter arising from the Pay Committee meeting which is being managed in accordance with agreed policy and procedures. The committee is continuing to monitor the overall staffing profile in terms of achieving a financially sustainable mix of staffing between UPS and MPS. The three-year trend indicates all staff will migrate to UPS if no action is taken. The college has received £3k of devolved funding from the Local Authority. The committee is continuing to monitor risk in relation to the financial impact of the increases in employers’ contributions for teachers’ pensions which are rising from 16.7% to 23.6%. The Committee is anticipating the impact on the 2019/20 budget of the National Funding Formula. School Business Manager is in discussion with a bid writer who has a proven record of securing funds and knowledge of the local area, re preparing some bids on the college’s behalf on a self-financing basis. <u>Premises:</u> Some remedial works to the boys’ toilets are scheduled during the Christmas break.</p>	

<p>9.10</p> <p>9.11</p>	<p>Scheme of Delegation: Governors approved the Scheme of Delegation for 2018/19.</p> <p>Other points were as noted in the full F&E Minutes.</p>	
<p>10.</p> <p>10.1</p> <p>10.2</p>	<p>Safeguarding</p> <p>AW reported on the completion of the College Safeguarding Audit. This confirms significant progress has been made since last year's audit in raising the standard of practice as required by KCSIE. As discussed earlier, online safety is a particular area of focus.</p> <p>An agreed schedule for governor monitoring is in place, aligned to FGB meeting dates.</p>	
<p>11.</p> <p>11.1</p> <p>11.2</p> <p>11.1</p> <p>11.2</p>	<p>Policies</p> <p><i>Copies of policies for adoption were circulated with the agenda:</i></p> <ul style="list-style-type: none"> ➤ <i>Health and Safety Policy (agreed by F&E 27.11.18 meeting)</i> ➤ <i>Charging & Remissions (approved by F&E 27.11.18 meeting)</i> <p>Health and Safety Policy: Governors agreed to adopt the policy.</p> <p>Charging & Remissions Policy: Governors agreed to adopt the policy.</p>	
<p>12.</p> <p>12.1</p> <p>12.2</p> <p>12.3</p>	<p>GDPR</p> <p>Dates have been circulated for governor training on GDPR in the new year.</p> <p>The IT project is underway to migrate to a new email system which will enable emails to be encrypted.</p> <p>Increasing staff awareness of GDPR issues is having a positive impact in terms of the issues being referred to School Business Manager for advice and guidance.</p>	
<p>13.</p> <p>13.1</p> <p>13.2</p>	<p>Governor Training</p> <p>JC reported on governor training on Mental Health and Wellbeing she attended with KM.</p> <p>Governors discussed how this links with the Rocks strategy being used with students.</p>	
<p>14.</p> <p>14.1</p>	<p>Meeting Review</p> <p>Chair invited governors' reflections on the meeting.</p>	
	<p><i>JJ and AW left the meeting at 7.05pm. Chair thanked colleagues for their contribution to the meeting.</i></p>	
<p>15.</p> <p>15.1</p> <p>15.1.1</p> <p>15.1.2</p> <p>15.2</p>	<p>Any Other Business</p> <p>Thank you to outgoing Headteacher</p> <p>Chair thanked KF on behalf of governors for his leadership of the college in challenging circumstances which has put the college in a much better place for the future. KF has had a significant impact on improving college finances and the work and learning environment for staff and students and governors send every good wish for an enjoyable retirement.</p> <p>KF thanked governors and colleagues for their support and wishes the college every success for the future.</p> <p>16th January meeting: Chair reminded governors of the meeting and encouraged all to attend.</p>	
<p>16.</p> <p>16.1</p>	<p>Date and time of next meeting</p> <p>Tuesday 15th January 2019 at 5.00pm.</p>	
	<p><i>Meeting closed at 7.00pm.</i></p>	