



Minutes of the Full Governors Meeting held on Thursday 11th June 2015

<p>Present: Mr C Webb (Chair), Mr G Vallender, Mrs D Bryant, Mr B Drew, Mr A Horne, Mr C Leathley, Canon D Miller, Mr D McDonald, Dr A Upton, Mr D Reynolds, Mrs V Tatham, Ms A Gilbert, Dr P Foster, Mr S Richards Mrs J Sargent, Not Present: Mr D Robson, Mr T Gundry, Mr M Higgs In Attendance: Mr N East, Mr D Lewis, Mrs S Bayes (Clerk to Governors)</p>		
<p>1. Apologies submitted and accepted: Mr D Robson, Mr T Gundry, Mr M Higgs</p>		
2.	Declaration of Business, Pecuniary or Other Interests	Action
2.1	There were no new business, pecuniary or other interests declared.	
3.	Minutes of the Full Governors Meeting of 19th March 2015 (Appendix A)	
3.1	The minutes were accepted as a true and accurate record.	
4.	Matters arising from the Minutes of the Full Governors Meeting of 19th March 2015	
4.1	11.4 AHo would be meeting with PMA soon to discuss trip assessments.	
4.2	Link Governors were to meet faculty heads once a term. A team had been put together to brainstorm closing the gaps for disadvantaged more able students. DBr thanked the governors who came in for structured conversations.	
4.3	What did we as a governing body feel we wanted for feedback purposes? Did we need a formal report or was verbal feedback at meetings sufficient? There was discussion on this. The Visit Policy document would be sent out to governors. Ofsted was interested in governors' impact and this needed to be shown. Governors could write down challenging questions on the visit report. Copies needed to be sent to SBy and NEa.	SBy
5.	Senior Leadership Team's Report (Appendix B)	
5.1	The academy movement was moving fast. It was not clear what was meant by 'coasting' schools potentially leading to forced academisation. The Ofsted inspection format was changing. Inspections would now be shorter – single day inspections based on the assumption that the school continued to be 'Good'. If evidence arose that there could be a change from 'good' to 'outstanding', or that further exploration was needed to confirm 'Good' the short inspection would be extended to allow amore in depth inspection to be carried out.	
5.2	The Regional Commissioner would be coming down to talk to the Cooperative Trust about the various models for academisation. The Schools Co-operative Society has said it would work with the government to support schools in the academisation process. In a MAT there would be a board of directors and each school would have a local governing body.	

<p>5.3</p> <p>5.4</p> <p>5.5</p> <p>5.6</p>	<p>Various responsibilities would be delegated to different parts of the bodies. It would be better to choose the way forward deciding which model would suit the college best rather than be forced or pushed.</p> <p>What impact would the Careers SW restructuring have on the college? We needed to buy in careers support but it did not have to be from Careers SW. The College needed to look at the options and see which was best for us. The current contract runs until the end of August.</p> <p>The budget was £250k short of what was needed. The curriculum had been examined carefully using staff on temporary contracts where possible. Staff costs were the major part of the budget. How much did the curriculum become dictated by the number of students? It would be difficult to increase class size as there could not be more than 32 students in a class so courses would have to be cut, with teachers specialising in minority subjects also teaching other subjects in order to cut costs. This would result in less KS4 choices. Did County pay the redundancies? County had a pot but it would not necessarily pay the whole amount. Taking voluntary redundancy was no longer an attractive option as pay outs have been reduced. Academies had to pay their own redundancies but in a MAT potentially teachers could be moved to a different academy within the MAT to avoid redundancy. Being part of a MAT would bring other efficiency savings. The MAT would top slice to provide central services and then the budget would be delegated back to individual schools.</p> <p>The costs of providing additional support during holidays was unsustainable. The College drives for quality first teaching is key here.</p> <p>With regard to the Year 9 options , would moving 3 populations into 2 populations impact on class sizes? No, this was making mini-options more manageable and was being done for logistical reasons, not cost saving.</p>	
<p>6.</p> <p>6.1</p> <p>6.2</p>	<p>Adoption of: a) Marking Policy (Appendix C)</p> <p>The section on timing was very fluid. Could there be indicative timescales? Faculties agreed their own timescales. The statement should be that there was a requirement for faculty indicative timescales. Did there need to be a maximum of five words that have been spelled incorrectly? It was easier to restrict it to 5 across all subjects. There was sound educational reasoning behind this and teachers needed to make professional judgment about which spellings to focus on.</p> <p>What was the relationship between this policy and the faculty policies? Was that consistency maintained through the faculty specific policies? Was there much variation? Was there confusion in students' minds from having work marked in different ways in different faculties? The faculty SLT link should check for consistency between whole college policy and faculty handbooks and ensure faculty link governor were kept informed. How different were the policies? Mainly in the frequency of</p>	

<p>6.3</p>	<p>marking, but the variance was slight. Faculty policies concentrated on what aspects would be marked and to what extent. BTEC and controlled assessment marking was constrained by examination requirements.</p> <p>b) Pay Policy (Appendix D)</p> <p>This was a County policy redrafted by a sub-committee of Resources. The new living wage had been incorporated by County but not by the College. It was aligned with the Appraisal policy. NUT reps had agreed to it.</p> <p>CWe thanked LHo for her hard work on this.</p>	
<p>6.4</p>	<p>One way to restrain pay costs was to restrain teaching and learning responsibility points. As a governing body how was that managed? This was looked at earlier in the year by Resources across faculties and some changes were made, with other alterations kept in mind for the future.</p>	
<p>6.5</p>	<p>How was this policy and other policies implemented in terms of impact for equality and diversity? The College was mindful of it when policies were reviewed but there was no written document. If policies were shaped round cooperative values this would be incorporated automatically. AUp had documentation on impact assessment he would send to governors to show this. All policies were being reviewed by SLT with a view to paring them down.</p>	AUp
<p>6.6</p>	<p>Both policies were adopted by Governors.</p>	
<p>7.</p>	<p>Structured Conversations Feedback (NEa/DRe) (Verbal)</p>	
<p>7.1</p>	<p>Structured Conversations were now embedded. HoPs and HoFs knew their students really well. In the second round HoPs and HoFs were more confident in their knowledge of students and results.</p>	
<p>7.2</p>	<p>Issues included a) narrowing the gaps in terms of different identified groups of students. There was pleasing evidence of gap closure in some groups and some curriculum areas. RAG progress was having a big impact on this. The disadvantaged most able still needed to be prioritised, which was being worked on.</p> <p>b) Clarity on the approach to marking. Teachers knew what they were marking but students were not always clear on the process.</p> <p>c) Literacy – needed to keep working on developing writing skills across KS3 and across the whole curriculum.</p>	
<p>7.3</p>	<p>RAG will be rolled out beyond core subjects and will be led by faculty SLT within faculties.</p>	
<p>7.4</p>	<p>Collapsed timetable PSHE days used this year, which was about to be reviewed.</p>	
<p>7.5</p>	<p>There was pleasing evidence that mastery learning and assessment was becoming embedded. Further work was needed to ensure that all students were clear about it.</p>	
<p>7.6</p>	<p>At end of every meeting SLT were able to congratulate HoPs and HoFs. The new heads of faculty were doing very well.</p>	

7.7	DBr invited governors to attend a RAG meeting.	
<p>8.</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8,4</p> <p>8.5</p> <p>8.6</p>	<p>Discussion and possible adoption of Child Protection Policy (DLe) (Appendix E)</p> <p>The main body of the policy was based very closely on the model policy from County which had been updated in line with Keeping Children Safe documentation. The College had added some appendices to amalgamate some pre-existing policies. These pre-existing procedures were now documented as Children Missing from Lessons During the College Day and Self-Harm.</p> <p>P Foster joined the meeting.</p> <p>Self harm was a growing concern so as a result a policy had been implemented. The staff listed in the policy were all well-trained and experienced.</p> <p>CWe drew governors' attention to the governing body's responsibilities in the section on Policy Review.</p> <p>Prevent agenda should be added.</p> <p>In the section on physical restraint it said significant incidents needed to be recorded. What would be a significant incident? At our College any incident when a student needed to be restrained would be significant.</p> <p>Governors adopted the Child Protection Policy with one minor suggested change.</p>	<p>DLe</p>
<p>9.</p> <p>9.1</p> <p>9.2</p> <p>9.3</p> <p>9.4</p> <p>9.5</p>	<p>Safeguarding: Section 175 Report (DLe) (Appendix F)</p> <p>DLe went through some changes which had been made since the document had been distributed. P6 2.1.14 This has now changed as the College disagreed with the placement of one of the students in our care.</p> <p>P8 2.5.1 Training now needed to be annual, which was being complied with. Who provided the training? The College bought in to a company called Reconstruct. DSLs have network meetings termly so would have some Designated Lead specific training.</p> <p>P9 2.5.9 and 10 Female genital mutilation training was planned for next year. There would be Prevent [radicalisation and extremism] training later this term for senior leaders which will be rolled out next year.</p> <p>P10 2.7.7 The collapsed timetable model was being looked at. The College was happy that everything was covered but it still needed to be reviewed.</p> <p>P11 2.9.3 A teaching member of staff had recently been appointed to take specific responsibility for e-safety and she would undertake the training.</p>	

9.6	P11 2.9.2 This would be audited by the new e-safety teacher.	
9.7	This document was much more rigorous than last year's. Providing evidence that all the safeguarding arrangements were being followed was difficult.	
9.8	DLe has pulled together all the child protection issues within the academic year to analyse and establish where the risk areas were and held fortnightly meetings with DLe, DMc, PLa and KHa.	
9.9	Items that students need to be aware of could be incorporated into assemblies.	
9.10	P 9 2.6.2 Could governors be provided with a more detailed safeguarding report so they had enough information to be systematic in discharging their safeguarding responsibilities? Yes this could be provided from DLe's analysis. There was some discussion on whether this should be a confidential agenda item. It was decided that the first one would be confidential and then the matter would be discussed again.	
9.11	Had many governors had undertaken safer recruitment training? Two, GVa and CWe. CWe thanked DLe for his work on the document. It was a comprehensive report of where we were concerning safeguarding in College	
10.	Academy Discussion – Direction of Travel (DBr)	
10.1	This had been discussed under item 5.1 and 5.2.	
11.	Health and Safety (verbal) (AHo)	
11.1	The Health and Safety policy had still not been adopted so would go to the next Resources meeting.	
11.2	AHo had toured the site with the surveyors. We would now have to wait for the next stage of the process. The caretakers were taking care of issues appropriately in the meantime.	
12.	Chair's Report (verbal)	
12.1	Governors approved 2 foreign educational visits; the Jazz Orchestra visit to Italy and a French language immersion course.	
12.2	Kathy Maddocks, the School Improvement Partner, had visited the College. Her report was tabled. BDr had been impressed with how she had got to know the College so quickly and thought she would be a useful addition to the team.	
12.3	There was some discussion on 100 minute lessons, as changing or not changing the length of lessons could have an impact on T&L. The split site was the main reason for maintaining the longer lessons because of time spent travelling between sites and the health and safety issues. Having 2 consecutive lessons on the same site would have huge timetabling issues. Next year the College would be looking again at how to make the most of 100 minute lessons	

	and providing training. If a lesson was planned effectively then it would be 'chunked' to allow student learning to take place appropriately. Some classrooms were too small to do anything physical. Could there be 4 lessons of 75 minutes? This could be considered.	
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There being no further business the meeting was closed at.7.10pm

Chair's signature..... Date.....