



Minutes of the Governors Meeting held on Thursday 10th March 2016 at 4.30pm

Present: Mr C Webb (Chair), Mrs D Bryant, Mr B Drew, Dr P Foster, Mr M Higgs, Mr C Leathley, Canon D Miller, Mr D Robson, Mr G Vallender, Dr A Upton, Mr D Reynolds, Ms A Gilbert

Not Present: Mr A Horne, Mr McDonald, Mrs A Gilbert, Mrs J Sargent

In Attendance: Miss A Cann (Clerk), Mrs L Horne, Mrs P Laban

1. Apologies submitted and accepted: Mr D McDonald, Mr A Horne, Mrs A Gilbert, Mrs J Sargent

2. Declaration of Business or Pecuniary Interests

2.1 There were no new business, pecuniary or other interests declared.

The findings of the recent P16 Form Review were introduced by PLa. The report was to be tabled at the next governors meeting. The review had helped address concerns over the uncertainties surrounding the new AS and A2 levels. We needed to establish greater clarification over grading and homework assessments for students. It had highlighted the need for further work from faculties and the need to reassess the bursary budget.

Our most able students did well on the national scale, as proven by our Russell group percentages. We now needed to focus on our least able students. It was suggested that staff create more opportunities through diverse teaching and 1-1 time with students – ‘working smarter and not harder’.

Although students were positive surrounding UCAS, we needed greater input in helping them reach their “student destinations” such as guiding them into specific career paths. It is thought that with our geographical connection to RNAS Culdrose, for example, we should liaise to invite service personnel in to highlight career opportunities at the base, with a high percentage of P16 likely to enter the navy. We need specific pitches for prospective career paths.

Our work experience week had proved a success but again we could expand on this area, perhaps reflection time would enhance new skills.

Summer work was introduced this year to help bridge the jump from GCSE to A-Level. Students still struggled; we needed to put more support in place.

The report had given 10 suggested actions. The P16 Form is still graded ‘Good’ under the new framework. We are in a strong position with clear actions. The report was seen a useful exercise.

Is the 6th Form on track to where you thought it was? PLa felt it was on track. It was clear we needed meetings with HOPs to look at strategies together. We needed to look at data in terms of block grades rather than just individual students. E.g. Why are C grades not B grades?

<p>3.</p> <p>3.1</p>	<p>Minutes of the Full Governors Meeting of 26th November 2015 (Appendix A)</p> <p>The Minutes were accepted as a true and accurate record.</p>	
<p>4.</p> <p>4.1</p>	<p>Matters Arising from the Minutes of 26th November 2015</p> <p>12.7 – The Chair had been unable to meet with D Lewis so far. They would meet before the end of term. Action plan would be reviewed at next meeting. Date TBC.</p> <p>The Chair commended DDU for his work this term, DBr extended her thanks.</p>	<p>CWe</p>
<p>5.</p> <p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p> <p>5.5</p> <p>5.6</p> <p>5.7</p>	<p>Head Teacher and SLT's Report (Appendix B) including Pupil Premium Update, Safeguarding Update and SIP P16 Review</p> <p>Chair asked for questions from governors. Is the information for fixed term exclusions out of date? What was shown was from the Census rather than our own more recent data. It showed what had been flagged up in the Census.</p> <p>Was Sex Education compulsory in this College? Yes, it was compulsory.</p> <p>Was there a need for governor support in respect of the Friends work? GVa had volunteered for this role. DBr recognised this to be helpful. GVa would liaise with SLT. Already, GVa had been discussing a second-hand uniform sale with TGr.</p> <p>The website is currently in the design phase – do you think this is a good use of resources? DBr felt it was a good use of resources. It was a work in progress. Needed as a communication for MAT. NEa was currently working on this project.. DBr proposed links on the website to meeting minutes. GVa suggested linking this to SKIP. WJe had already started training for this to happen via Google classroom. Primaries will be briefed with WJe and students for guidance.</p> <p>P.12 shows increase in sanctions. Was there a reason for the sudden increase? DBr stated behaviours were being more effectively identified and HOPs knew it was a small group of students in each year. We were better at recording data and making intervention plans. Data looked severe but behaviour was good. Attitude to learning scores and CV points reflect this. Governors had heard the behaviour around the school was renowned for being superb. It was recognised that there was a small pocket in each year group of poorly behaved pupils that needed to be resolved. Key reasons for exclusion and safeguarding was looked at to see trends and these had been incorporated in the report.</p> <p>Stress and anxiety levels in pupils shown high nationally. How were we preventing this and meeting the needs? DBr felt the College was proactive in putting things in place, e.g. school counsellor, Karen Harvey's work, Chaplaincy team, counselling by Chair himself. Learning mentor programmes and student links with P16 have had positive impact. We were currently trying to address behaviour that manifested itself physically (aggression; self-harm) - often it was a professional judgement on how to enforce a sanction maintaining high standards but also meeting the needs of students.</p> <p>Staff stress levels were proving high. How do you recognise this and address it? DBr stated that College was aware of the possibility of staff stress. SLT had a standing agenda item for staff</p>	

	<p>welfare. SLT were conscious of workloads and bear this in mind during decision making. We had also recently set up a Staff Health and Wellbeing group. We recognised that there are extra demands on students <i>and</i> staff. An example of how we supported staff as much as possible, is offering the English faculty cover to support them during the Year 11 mock exams where their marking load could be extensive. Furthermore, DBr's promoted her 'open door' policy. Staff at HCC looked out for each other and SLT are responsive to needs.</p> <p>5.8 DMI added he was very pleased with the new Staff Health and Wellbeing group. The Chair reminded DBr to be conscious of those who hide their stress and anxiety. It needs to be multifaceted to identify those who are in trouble. The Chair felt pleased with HCC's approach. DBr added that she had received feedback that staff feel the redundancies have been a very human process E.g. speaking to people where they feel comfortable and not calling them to the head's office for example.</p> <p>5.9 Y7 -11 Data update was tabled</p> <p>The data had been scrutinised and via RAG meetings we looked at students who were working below a level in English, Maths and Science and then tried to identify how we can help a student improve their attainment/aspiration. SEND, Pupil Premium, English and Maths Intervention, P16 Mentor, managing pupil stress etc. all helped to secure student achievement.</p> <p>Y7 – Overall students performing well. The proportion of disadvantaged students underperforming had increased slightly this year. Interventions had been put in place.</p> <p>Y8 – Overall we had seen a decrease in student performance and an increase in poor behaviour. The move from South Site to North for tutoring causes students to resettle again this is identified as a possible factor. Y8 curriculum was actually quite challenging this year. Signs of promise that study skills have improved and pupils are doing well. There seemed to be more enthusiasm.</p> <p>Y9, 10 and 11 are making the most progress.</p> <p>5.10 Was there anything in this report to cause concern? No. Confident the spike in poor behaviour was due to a more challenging curriculum.</p> <p>5.11 Do you think the more challenging primary curriculum will have an impact on the new Year 7's? The national bench mark had moved and was more challenging. It was important to put greater support in to help with the increased challenge. Teachers were working on becoming even more expert on teaching when also trying to rewrite their curriculums. When students arrive at HCC they aren't all at the same level and have different experiences and skills. There was a great focus on English and Maths but the wider curriculum shows greater variance.</p> <p>The Chair commended the very comprehensive and well prepared report.</p>	
<p>6.</p> <p>6.1</p>	<p>SFVS and Financial Regulations (LHo) (Appendices G and H)</p> <p>LHo used guide and then personalise it to suit HCC. No change to levels. We are in line with County. 2014/15 Report will be a measure of reviewing how robustly we were dealing with our</p>	

<p>6.2</p>	<p>finances.</p> <p>Governors agreed unanimously to accept the SFVS and Financial Regulations</p> <p>The Chair reported that we needed to progress further with placing the Governors Portal on the front page of the College website. Emails had been sent and logins requested. This is a useful site to place reports and policies etc. Particularly useful for new governors who wish to further develop their knowledge of HCC. Governors encouraged to feedback any ideas to the clerk. This is viewed as a live document.</p> <p>DBr felt it be useful for the clerk, particularly if she could place all the files for the next meeting in the portal instead of emailing several attachments. Perhaps if documents were available through the Portal it would encourage governors to manage it. WJe felt we could easily set up a half hour session on how to use it for governors. DMi would like to encourage the portal idea. PFo would like to look further into data security and confidentiality. The portal is viewed as more secure. Deadline to strive for this by the Autumn Term. Hyperlink the portal via email – clerk to do this.</p>	
<p>7.</p> <p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p>	<p><u>MAT Update (DBr)</u></p> <p>All schools had agreed to go forward with application for academy orders. They had been drawn together and sent off. The Head Teacher board was meeting to look at applications on 21st March, if they say yes we can apply for primary chain grant, small school grant and conversion grant. If the Head Teacher board want more information they will request it within two days after we come back from the Easter break. We will have 5 school days to address any possible issues raised. The working party were trying to prepare to answer any questions so that DBr will have all the information to hand.</p> <p>The Diocese board had agreed and the Church has given us 'conditional consent'. The schools have their land held in trust by the Southerly Point Cooperative Educational Trust. (except HCC and Godolphin Primary School). Church schools were more complicated. We needed assurances that temporary buildings would be installed at HCC if there was building failure before the new build was completed. This was a risk to the MAT. The responsibility needed to be covered by either the local authority or DfE.</p> <p>It was hoped that the building programme would be starting soon Project lead visiting next week to discuss the process. 6-month feasibility study, then 8-month study. Building work could begin June 2017.</p> <p>Needed to procure legal advice for conversion. Informal consultation started. Staff, parent and pupil information sessions will start after Easter. Information would also be available on the College website. Any school can pull out at any time but options were limited so it is unlikely. Need strong grounds for partnership. National Schools Commissioner may eventually force partnerships.</p> <p>We are looking at December for academy status.</p> <p>Principle is sound but there was more to be done. Work had been front loaded due to church schools' requirements in order to achieve</p>	

	<p>conditional consent. We needed to be prepared for any further queries from the Head Teacher Board. The Chair praised the Head for coordinating this process. Working Party pleased with work to date.</p> <p>Review Dates: 21st March 2016 12th April 2016</p> <p>Chair: Julian Rand emailed last night. Asking for permission to email local MPs to convene a meeting at HCC ASAP to keep momentum on rebuild of College. Will copy Head Teacher into email.</p>													
8.	<p>Receive the Approved Minutes of the Meetings of:-</p> <table border="0" style="margin-left: 40px;"> <tr> <td>a.</td> <td>L&T</td> <td>10th November 2015 (Appendix C)</td> </tr> <tr> <td>b.</td> <td>Resources</td> <td>15th October 2015 (Appendix D)</td> </tr> <tr> <td>c.</td> <td>Resources</td> <td>10th December 2015 (Appendix E)</td> </tr> <tr> <td>d.</td> <td>Resources</td> <td>21st January 2016 (Appendix F)</td> </tr> </table> <p>The Approved Minutes were received.</p>	a.	L&T	10 th November 2015 (Appendix C)	b.	Resources	15 th October 2015 (Appendix D)	c.	Resources	10 th December 2015 (Appendix E)	d.	Resources	21 st January 2016 (Appendix F)	
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9.	<p>Chairs Report and Summary (verbal)</p> <p>The Chair thanked everyone for quick response with student panels etc. at short notice.</p> <p>Governors were informed that the College is currently involved with two tribunals.</p> <p>A reminder of upcoming meetings:</p> <p>Governors network meeting on 18.30pm Tuesday 16th March @ Sithney CP School. Susan Evans and Paula Quinney leading the meeting. Re: Governance in a Federation and the lessons for MAT Governance.</p> <p>N East's resignation has been received. Recognised and thanked for the support he has given over the years.</p> <p>Governance review with Kathy Maddocks has been postponed due to unforeseen circumstances. Potential date of 24th March proposed. Would like as many governors as possible there as a governance review. Note this may be moved to May. TBC.</p> <p>Finally, DMi added he was pleased to find HCC in the 100 top schools that achieve A*-C grades.</p>													

There being no further business the meeting was closed at 6.05pm

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