

Rye College Full Governing Body Meeting

14 July 2015

MINUTES

A meeting of the Rye College Full Governing Body was held on Tuesday 14th July 2015 at 12.30pm in the Learning Resource Centre, Rye College.

PRESENT: Jane Burnett (JBU) [Chair]; Luke Atkinson (LAT), Ian Bryan (IBR), Ann Cockerham (ACO), David Cooper (DCO), Sally King (SKI), Jo Kirkham (JKI), (left at 1.45pm), Alan Lloyd-Smith (AL-S) (left at 3:00pm), Nicola Midgley (NMI), Nicola Podd (NPO), Hazel Russell (HRU), Francine Thomson (FTH), Max Victory (MVI).

APOLOGIES: Gina Potter (GPO).

In Attendance: Ali Bayley (ABA), (arrived 1.40pm), Colin Riggs (CRI), (arrived 1.40pm), Sally Welch (SWE) [Clerk].

ACTION BY:

Part 1 Student Presentations

- 1.1 Noted: the meeting began with presentations from groups of students on the following topics:
- SEN students who had attended the trip to London.
 - Students who had been acting as peer mentors for the Year 6 transition group from Rye Primary.
 - Students on the LIT programme talking about their experience of the programme and their achievements.
 - Young Enterprise students showcasing their successes and discussing their experience of the scheme.
 - Incoming Head Boy and Girl presenting the work of the Student Council and their priorities for their term of office.
- 1.2 Resolved: governors thanked students for their attendance and a very enjoyable, informative, set of presentations which demonstrated the breadth of student activity during the year.

MAIN AGENDA

1. Noted: the main FGB meeting began at 1.30pm.
2. **Declarations of Interest**
 - 2.1 Noted: that no member(s) of the Governing Body had declared an interest in relation to any item(s) on the agenda.
3. **Minutes of the Meeting of 14th May 2015**

3.1 Received: the Minutes of the meeting of 14th May 2015.

3.2 Noted: NMI requested the following amendment to Minute 6.5:

‘Governors recognised there is a group of students in Year 11 in September (2015) who will not have the right combination of GCSEs to fill all three EBACC baskets. Governors’ appreciated this was a legacy of the students having chosen their GCSEs prior to the changes being made to the performance table measures and that they supported the SLT view that it would be better for the students to excel in the subjects they had chosen than alter their courses now and expect them to respond positively when the change would only be in the interest of the college and not the students. Governors’ recognised the impact this will have on the overall progress and attainment 8 figures for these students’.

3.3 Resolved: with the above amendment, to approve and sign the Minutes as a correct record. Governors reviewed progress against agreed actions.

4. Principal’s Report to Governors July 2015

4.1 Noted:

a) NMI presented the first part of her report updating governors on student numbers, staffing changes and changes to the College site, to improve facilities for learning and teaching.

b) NMI presented part two of her report: outcomes from the review of the College Improvement Plan targets for 2014-15 undertaken by the SLT, and proposed improvement targets for 2015-16 for Governors’ approval.

4.2 Noted: in discussion of the above:

a) the Chair drew governors’ attention to the changes to the Ofsted framework from September 2015, particularly in reference to standards for governance. This suggested the need for governor training on the new inspection framework. NMI offered to circulate relevant background material to governors.

NMI

b) governors welcomed the Self-Evaluation Cycle presented in the CIP which would be helpful for FGB agenda setting. NMI requested governors’ participation in the Core Learning Area Reviews which were timetabled as shown.

c) the Chair requested that governors be given as much advance notice as possible of key dates in the college calendar – particularly for events requiring governor participation.

NMI

d) in response to a governor question regarding the number of diagnostic versus formal lesson observations, NMI confirmed that the diagnostic observations undertaken by CLLs would be developmental. There would be three formal lesson observations conducted by the SLT and the Executive Principal which would count towards meeting the criteria for consistently good or outstanding teaching required under the teacher appraisal process.

e) NMI reported that CRI is engaged in producing a formula for the college to replace national indicators, with a view to developing a model that can take account of differences in year cohorts and be easily understood by students, staff and parents. In response to a governor question about ensuring a mechanism for early intervention for any student identified to be falling behind, CRI reported that assessment from Year 7 using GCSE grades would enable differentiated target setting between literacy based and foundation subjects.

These differentiated targets would exist for each student at the end of Years 7, 8 and 9.

4.3 Governors reviewed the Key Performance Indicators (KPIs) presented for Rye College for the period 2015-16 to 2018 – when the aim is that Rye College should be judged to be Outstanding.

a) in response to a governor question about the attainability of the KPI relating to 85% of appraisal observations in each core learning area judged to be good with 20% minimum outstanding (2015-16), NMI confirmed that this target was an achievable, stretch target based on the staffing profile.

b) in response to a request from a governor for clarification of the references to financial stability in the KPIs, ACO reported that this related to the need to sustain student recruitment.

4.4 Resolved: that the FGB was formally in agreement with the priorities presented in the draft CIP which would be further refined by SLT over the summer and a finalised version presented to governors in September.

NMI

5. Governor Monitoring

5.1 Received: KS3 and KS4 monitoring reports for term 6 as previously circulated.

KS3

5.2 Noted: in discussion of the monitoring report on the MFL trial of attainment ladders in marking and feedback:

a) HRU reported that KS3 MFL students are gaining understanding of attainment ladders but that it is too early for embedded use of GCSE grade descriptors in KS3. Some good practice had been observed in supporting students to understand what they need to do next to progress.

5.3 Resolved:

a) that a follow-up monitoring visit to test the embedded use of attainment ladders should be timetabled in Term 2 of 2015-16.

FGB/CRI

b) that governors strongly discouraged the use of food/sweets as rewards in lessons and requested that this practice should be brought to an end, with immediate effect.

NMI

5.4 Noted: in discussion of the monitoring report of observations on the learning triad meeting focused on underachieving pupils; outcomes of interviews with students identified in the learning triads; Pupil Premium reviews and student interviews and update on homework policy:

a) NPO reported that the visit had identified some excellent work and support of underachieving and Pupil Premium pupils. The challenge for the college is to embed these strategies across all aspects of the school and teachers.

5.5 Resolved:

a) to adopt the recommendation that the FGB should conduct biannual reviews of the learning triads and Pupil Premium interventions to assess their impact on raising standards and outcomes across KS3 and KS4.

**FGB for
2015-16**

b) that the college should measure the impact and conduct a review of the learning triads on teaching practice and development.

NMI

KS4

- 5.6 Noted:
a) governors noted the outcomes from the KS4 monitoring visit focusing on the impact of the revised marking and feedback policy and new 'book look' arrangements for sharing good practice around marking and feedback. Governors involved in the monitoring visit had concluded that the policy was being adhered to and 'book look' arrangements were proving beneficial.

6. Reports from Committees/Task and Finish Groups

Policy Committee

- 6.1 Received: governors noted the document on policy reviews as previously circulated.
- 6.2 Resolved:
a) to approve the new Homework Policy for Rye College as presented.
b) to agree updates to policies as recommended by the Policy Committee.

Exclusions Working Group

- 6.3 Noted:
a) NPO gave an oral update on the recent working group meeting, which had explored the measures the college is currently undertaking around inclusion with NMI and whether these are adequate.
b) SKI related the issue of inclusion to engagement and the importance of the college being able to identify students who may be disengaging from school at an early stage and intervening appropriately.
c) that there was support for a managed transfer system to be used only as a last resort.
- 6.4 Resolved: that inclusion should be a priority for governor monitoring next year (2015-16). **FGB**

Engagement with Parents

- 6.5 Noted:
a) LAT presented ideas for raising the FGB profile and increasing engagement with parents:
- Redesign of FGB web pages (review of content already under way)
 - Governor representation at parents' evenings and open events
 - Newsletter to parents (already in place but content could be reviewed)
 - Regular website updates on FGB activities to supplement published Minutes
 - Increased engagement with staff and Student Council to raise recognition
 - Focus groups – staff, parents and students
 - Accompany SLT on visits to primary schools

b) governors welcomed the above suggestions which would be considered further in the new academic year.

7. Safeguarding

7.1 Noted:

a) FTH reported that there was nothing substantive to report. Routine scrutiny and oversight of progress against actions identified from the Safeguarding in Schools Review for Rye College was ongoing.

b) FTH reported on key learning from the governor Safeguarding training on 15th June. This had highlighted Safeguarding challenges around FGM, forced marriage, radicalisation.

8. Chair's Report

8.1 Noted: the Chair reported on correspondence received and action(s) taken.

a) JBU reported on recommendations made to Rye College arising from an investigation of a parent complaint by the chair of governors. JBU requested a summary report of college actions in response to Chair's recommendations this year (2014-15).

b) JBU reported on a letter sent to NMI concerning the mentoring scheme, expressing concern that students would benefit from a greater level of support and preparation in order for them to get best value from the scheme. NMI explained that the scheme had been introduced to increase the self-esteem of students going into STEM. Six students had taken part in the scheme and had been mentored by people external to the college. NMI reported that the college had sent a reply informing the letter's author that the issues raised would be addressed. The mentoring scheme would be continuing next year under external funding.

NMI

9. Health and Safety

9.1 Noted: DCO reported that there was nothing of significance to report. The campus H&S committee was continuing to meet regularly.

Governing the Rye Education Quarter

10. Election of Chair

10.1 Received: a nomination proposing Nicola Podd as Chair for 2015-16.

Proposed: JBU

Seconded: HRU

10.2 Resolved: by unanimous agreement of the FGB that Nicola Podd should be elected Chair for 2015 -2016.

10.3 Noted: the Chair took over the meeting at this point.

11. Governing the Rye Education Quarter

11.1 Received: governors discussed the paper on the new governance structure for the Trust as previously circulated.

- 11.2 Noted:
- a) NPO introduced the thinking behind the proposals in the paper which clarify the governance responsibilities within Rye Academy Trust and chime with DFE regulations on the reconstitution and reduction in size of governing bodies nationally.
 - b) governors discussed the proposed model which is intended to promote closer collaboration and the sharing of expertise campus wide. The new Learning and Teaching Boards (LTBs) will enable a local focus on teaching and learning and raising standards with the potential burdens of financial and HR management taken by the Trust.
 - c) that the process for recruitment to the common roles identified within each LTB would be via a skills audit to determine current expertise and skills. Governors across the three schools would be asked to complete the skills audit by September. **Clerk**
- 11.3 Resolved: to agree the establishment of RC LTB from September 2015 in accordance with the new governance structure for the Trust.
- 12. Any Other Business**
- Membership***
- 12.1 Noted: the following members stepped down from the FGB.
- a) JBU was thanked for her leadership of the FGB and overall contribution to governance at Rye College. A presentation was made.
 - b) JBU thanked DCO for his overall contribution to the work of Rye College FGB. A presentation was made.
 - c) governors made a presentation to NMI for her wedding in August.
- 13. Meetings Schedule 2015-16**
- 13.1 Noted: members to be consulted by email on proposed meeting dates for 2015-16. **Clerk**

Meeting closed: 3.00pm