



## Local Governing Board

Meeting – Part I Minutes							
Date/Time	27 <sup>th</sup> September 2018 at 17:30	Location		PH3 (Place House), South Dartmoor Community College			
Attendees	Initials			Attendees	Initials		
Paul Collins	PC	Principal – ex-officio		Justin Morton	JM	Appointed by GB/Board	Chair
Annaktrin Hendry	AH	Appointed by GB/Board	Part meeting	Gillian Gant	GG	Co-opted by GB/Board	
Paul McCormick	PM	Appointed by GB/Board	Member Part meeting	David Ray	DR	Staff Governor	Part meeting
Richard Lapham	RL	Appointed by GB/Board					

Apologies	Initials	Reason (Category of Governor)
Charlie Dennis	CD	Working – appointed by GB/Board
Lucy Dennis	LD	Working – appointed by GB/Board
Phil Roberts	PR	Personal – elected by school staff
Graeme Cock	GC	Personal – appointed by GB/Board
Christopher Aston	CA	Parent Governor

Absent without Apology	Initials

In Attendance	Initials	(anyone who is not a governor/associate)
Rachel Hill	RH	Clerk
Fiona Goodchild	ST	Staff - SEND
Dan Vile	DV	Staff - Safeguarding
Sarah Parker-Khan	SPK	Director
Ralph Wickenden	RW	Staff - Curriculum
Katie Hobbs	KH	Staff
Rachel Shaw	RS	Executive Principal

Minutes to
Attendees
Apologies
Website

	Agenda	Led by
1	Welcome, Apologies and Introductions	Chair
2	Declaration of Interests	Chair
3	Minutes and Actions from last meeting	Chair
4	Performance Update	
5	Curriculum & Standards to include Planning for Progress and Establishment of Governor Monitoring Team	KH/JB and Chair



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6	Safeguarding Update	DV
7	Strategic Planning to include School Improvement/Development Plan	PC/JM
8	MAT/Director issues	Chair/Director

Agenda Number	Details of discussion	Decision or Action
1	<b>Welcome and Apologies</b> Apologies for absence were received from CD, LD, PR, GC and CA which were sanctioned.	
2	<b>Declarations of Interest</b> There were none	
3	<b>Minutes from the last meeting and actions</b> The minutes from last meeting were agreed as a true and accurate record and signed by the Chairman. <u>Actions:</u> <ul style="list-style-type: none"> <li>• Under item 5 of the last minutes the award received at Buckingham Palace was the Duke of Edinburgh Delivery Award.</li> <li>• Mental Health &amp; Wellbeing Governor yet to be elected.</li> <li>• Monitoring of Paul Dix's theory will be completed once governors have signed up to the monitoring document.</li> <li>• Post Ofsted and School Development Plan have been sent to Governors.</li> <li>• Staff Absence Data. PC and JM have discussed. RS is producing a KP document which will allow data to be captured and identify risk areas.</li> </ul> <p><b>The meeting moved to Part II minutes</b></p> <p><b>The meeting returned to Part I minutes</b></p>	
	<b>New Governor Nominations</b> Gillian Gant was welcomed to the meeting. JM gave the committee a brief introduction to her skills. <b>Action.</b> All agreed to co-opt Gillian Gant to the Local Governing Board for a term of 4 years.	<b>Gillian Gant was co-opted to the LGB for a term of 4 years.</b>



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5	<p><b>Curriculum &amp; Standards</b></p> <p><u>Quality of Teaching</u> - Katie Hobbs handed her report to those present and spoke to key points.</p> <p>SDCC has a new planning and marking policy. This will help governors when observing a lesson. Following Ofsted staff workload was looked at. During their visit Ofsted had looking at marking. The system for marking was onerous as it was. This year there are increased student numbers and contact time so something needed to be done. Ofsted, apart from checking the school was following the policy, were interested in progress. A working party was set up to think about a way forward that was less about making marks and more about planning for progress. Assessment for Learning and Planning for Progress is now at the core of day to day classroom practice. Books are quality assured for progress made by students, with light touch marking. When looking at planning for progress it had been discussed and agreed that staff produce a 5 minute lesson plan and teachers are asked (periodically) to go through their thought processes when planning for lessons. There is also an increased focus on disadvantaged and send students. 'Formal marking' with student response tasks will take place at least 3 times a year.</p> <p>Monitoring Planning for Progress is twofold. (i) The Coaching Model. Performance management is monitored by lesson observations and QA of progress in books completed as part of the Know Your Learner (KYL) process and (ii) Eyes and Ears. This includes Leadership Team and governor 'praise' walks. Faculty leads are to use their limited time to target underperformance.</p> <p><u>The Coaching Model</u> <i>Gill Grant asked how are you going to persuade your staff to see the merit of coaching?</i> PC replied SDCC had been developing the coaching model for the past 3 to 4 years and staff support for this is growing. Last year Faculty Leads spent time getting to know subject leaders and the issues. The Coaching Model was identified by Ofsted as a strong model. Teachers are now quality assuring each other.</p> <p><u>Eyes and Ears</u> The idea behind the learning or praise walk is to ask teachers to identify a student who is mid-range. Governors will then undertake praise walks with these students. Forms will be filled in and these go home to parents. Children will feel validated, and parents will know how their child is progressing. Any concerns can be filtered back to the LT who can then use their time going to where they are needed. <i>SPK asked is there going to be training?</i> KH said she would be happy to do this. <i>JM asked if the problem was that pupils weren't learning fast enough?</i> KH responded that she thought the issue was that staff need engaged not complacent learners. <i>JM asked is there an underlying current of limited aspiration?</i> <i>SPK asked is that because expectation of teachers is not high enough?</i> PC replied there is an element of staff not expecting enough from students as highlighted by Ofsted.</p>	
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	<p><i>JM asked if demonstrating progress was part of a wider plan? RS asked if each teacher knew they were expected to produce a medium term plan? How do you look at these plans? PC answered each department has their own programme of study – per term per unit of work. Some subjects do it by lesson. RS noted that if well written model lesson plans are produced, teachers can annotate their plans and this can be an effective system.</i></p> <p><i>RW added this is how music staff plan sessions. It allows teachers to modify and adjust lessons. As it is non-prescriptive the outcomes are clear and results good. GG asked how do you demonstrate individual progress? RW advised progress is cross referenced with many things not just the plan. Governors should be able to go into a lesson with a clear outcome and observe if the lesson is changed if needs be. GG asked if this could be called ‘holding the space’? RS added teaching should be minute by minute in a lesson. The LT and governors doing ‘eyes and ears’ is very important. There needs to be clarity about what the theme for the week is. If governors know the theme then it gives a chance to feed back. If the theme is unknown governors won’t know areas of weaknesses. RS asked do the Faculty Leads go into other departments? PC replied cross moderating is a good idea and currently takes place when identified departments are requiring additional support. RS asked is there a clear list of what we need to look for? JM asked how do we monitor progress – should we have marker students? PC replied, for us it’s about monitoring progress for the school. SPK asked would it be beneficial to look at groups of children? Particularly disadvantaged and high flyers? RW added governors should get a sense of progress through the years. Maybe come in 3 or 4 times and watch the same child in the same lessons. SPK noted that for governor monitoring to be successful a clear plan is required.</i></p> <p><b>Action:</b> for the school to develop the monitoring method; governors to be trained in this method; governor monitoring to then be timetabled.</p> <p><i>RS added Ofsted will expect governors to quality assure against evident based evidence.</i></p>	<p><b>SDCC to develop the monitoring method; governors to be trained in this method; governor monitoring to then be timetabled.</b></p>
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	<p><u>Disadvantaged Students</u> RW reported to governors.</p> <p>SDCC is not happy with disadvantaged student outcomes and is looking to build it up from Y's 7, 8 and 9. The school is under immense pressure from the Ofsted inspection to act instantly. It is now a major target for SDCC.</p> <p>RW has met with PC to look at budgets and approve a plan. There are 33 disadvantaged students. 20 are mid to high ability. 13 accessed the learning enrichment centre (LEC). Overall disadvantaged students performed poorly last year. Progress was -1.070. Progress was below prediction and 2 grades lower than the national average. Disadvantaged students not in the LEC performed at -0.7. It was noted that there is no strategic bridging out of the LEC. The school has changed their EBACC entries and will hopefully begin to see a gradual improvement over the next two years with regards to exam results.</p> <p>Only countryside and environment exceeded target grades. Subjects to almost reach target (about a grade behind) are photography, computer science (only 1 student), music, chemistry and physics. The results have been shared with all staff.</p> <p><i>RS asked - so knowing the full picture are there any other areas we should be worried about?</i> RW replied graphics is on a downward trend. Hopefully re-moderation will change the picture. Food and Nutrition has dipped massively. The English department talk about disadvantaged students on a daily basis. Photography and music hold one to one tutorials and have individual learning plans.</p> <p><i>JM asked if the time spent was sustainable and does it create results?</i> RW replied it should be for the number of students we have. RS added it is about positive action. Mind-set is important. Guidance, advice and consistencies need to be explicit. RW agreed that the school was more prepared this year, but does not have any money to spend on it. SDCC is totally reliant on strategies that have been put in place. When the inspectors come back they will ask how we have spent the grant money and how has that been effective. <i>JM asked if the answer to the problem is engagement?</i> RW replied that he genuinely felt that the school does not yet teach to the standards that are required in GCSEs. SDCC needs to aspire more for disadvantaged students. Evidence and research proves teaching and learning and good feedback to the student is key with KS4 and disadvantaged students. RS added what must happen in every lesson needs to be clear and consistent. Governors need to encourage the school to be innovative and give RW support if he wants to look at the LEC and the school should not be afraid to change. RW added it would be good to be able to talk about why some of the subjects do so well. Staff and governors have to be mindful of levels and grades but sometimes they dominate when they should be a tool to support learning and love of learning.</p> <p>DR added at first we were slow to react to the situation. <i>JM asked if our dilemma was how can we as governors monitor and see when it is going right or wrong with enough time to make change?</i> RS advised the school has now adopted a 6 times a year assessment process and this should provide some feedback on how many students are dropping back or improving. <i>RS asked can you tell me, for each year group and each subject, how the high, middle and low pupils are doing?</i> RW replied I can give you some information on this. The root of the problem is that teachers have increased teaching loads and reduced marking. To produce a scheme of work for half a term has taken me a day for each year group. If you want high quality lessons they take time to prepare. <i>KH asked are you linking more with the primary schools?</i> RS replied that Buckfastleigh has funding to be part of a Disadvantaged leaders group and Jan Hillman will roll out the learning across the Academy.</p>	
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	<p>All primary schools come together to moderate books. This will be done at the Atrium this year so SDCC and Atrium staff can attend.</p> <p>DR made the observation that it is important to raise concern about the multi-disciplinary approach. A number of teachers are teaching outside their specialism. RW added that the picture of non-specialist lessons at SDCC was reduced last year and the multi-disciplinary approach makes it even more important to have high level lesson planning. RW replied we will hold an Inset day in January and have learning hubs and management team meetings. <i>JM asked do you think this is having an impact?</i> DR replied the staff think it does. <i>JM asked does it need to be addressed as part of the improvement plan?</i> RS added I think the school needs to accept the limitations and raise teaching expectations. DR added consistency is an area that requires improvement. RW added these are general management issues.</p> <p>RW left at 18.36</p>	
	<p><u>Attendance</u> Dan Vile reported.</p> <p>Overall attendance at the end of term 2018 excluding year 11 study leave was 93.22%. Figures are still not where they should be. SDCC wants children to enjoy coming to school as it will have an impact on attendance. The change in curriculum will have an impact. Persistent absence falls around national average. Percentages this year are looking better than last year.</p> <p>Less students are spending time out of lessons due to behaviour. Lunch or after school detentions no longer exist. The school now has a bridging system. SDCC would like governors to look at consistency within tutor groups across all houses.</p> <p><i>SPK asked do you have any issues around unauthorised holidays?</i> DV replied yes, we do, but the main issue was that we had a number of students who weren't happy at college last year. We are looking at how we can do things differently with the capacity we have. RS suggested that if governors could undertake observations of interaction before half term it would be beneficial.</p> <p>AH added that she was keen to be involved with how the student voice could be incorporated within the development plan. RS added we need to create a partnership with students rather than rules they have to abide by.</p>	



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6	<p><b>Safeguarding Update</b></p> <p>DV reported.</p> <ul style="list-style-type: none"><li>• There are increases in referrals regarding mental health services.</li><li>• MASH enquiries are increasing.</li><li>• There is an increase in referrals for drugs and alcohol counselling. RS added the new health and wellbeing timetable should help with this.</li><li>• Counselling referrals have increased year on year.</li><li>• We are stretched to breaking point as a team to cover all these meetings.</li></ul> <p><i>JM asked what needs to change to stop you breaking? DV replied I need a lighter timetable. GG asked is that something the governors can help you with? DV replied seeing fewer students in reception who have been removed from a lesson means interventions are being put in place.</i></p> <p>Training updates. NQT and staff induction training was completed with all tutors in 2018. New safeguarding alert emails are going to parents to inform them of things to watch out for eg. dangerous Apps. <i>RS added governors think the alerts are more impactful and asked if they could be forwarded to primaries as well?</i></p> <p>The Behaviour Blueprint has begun to impact and the school would like governors to monitor how that looks in tutor groups.</p> <p>Key priorities are to reduce the number of exclusions during the school day for disadvantaged students and reduce the number of pupils who are persistently absent.</p> <p>Governors agreed that changes sounded positive. PC added that he had received feedback from a parent in Y6 saying what a lovely feel the school has now.</p>	
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	<p><u>SEN Examination Summary 2018</u> Fiona Goodchild reported. A copy of the report is appended to these minutes.</p> <ul style="list-style-type: none"> <li>• SEN continues to create an interesting picture.</li> <li>• Results matched predictions.</li> <li>• There were some anomalies. Some children on the day just panic and can't complete due to high anxiety levels. SDCC needs to find a successful route to final examinations.</li> <li>• SEN total (25) includes two students who didn't sit any exams – hence results for 23 in core subjects.</li> <li>• All students with statements are now either E or K. K are SEN supported children.</li> </ul> <p><u>Progress.</u> Most challenged children are our K students. <i>JM asked do you know why?</i> FG replied because EHCP students have a lot of support. <i>GG questioned asking SEN pupils to sit exams and by so doing doesn't afford them the life-skills they need and give them the best possible chance to live the best possible life they can?</i> RS said yes, but these pupils are in a mainstream school, not a special school. SPK added it's about getting the balance right of what their attainment level is. PC added as an RI school we need to look at results. FG agreed saying we do need to keep high aspirations and expectations for our children.</p> <p><i>GG asked, as a new governor where does the risk sit and what should I be advocating for?</i> FG replied that the school can get students to a level. RS added if you can get pupils through an exam with a grade that is the aspiration. FG added we need to educate everybody that if a GCSE grade is low it's not classed a failure – it's a pass. We also need to work with the Primaries. AH noted that a broad based curriculum is a strength.</p> <p>FG reported photography SEN students perform well. Food and nutrition is normally strong but was not last year. It has become more written and theoretical and the school had staff changes. In Drama pupils do struggle with the group aspect. AH added the written work is immense.</p> <p>JM noted that at a teacher briefing he had understood teachers were purchasing items used in class out of their own pockets and shouldn't that be where the disadvantaged money is spent? SPK suggested they needed a PTA and also governor presence at parents' evenings. GG put her name forward to be involved with identifying those who are coming up from PTA at primaries. PC agreed to send out a request for individuals to put their names forward who might be interested in forming a PTA, then to hold a parents evening and ask a governor to attend.</p> <p>GG mentioned that South Devon College work with Torbay Hospital and was there room for looking at care in the community or elderly care? PC responded that in the past SDCC had a student who wanted to be a bricklayer but that South Devon College won't take students from Y11.</p> <p>FG reported that creative media results were not good. All students got U's. <i>JM asked why was this and what were the plans to make it better?</i> Teaching and class sizes were considered as reasons.</p>	<p><b>PC to send out a request for individuals to put their names forward who might be interested in forming a PTA, then to hold a parents evening and for a governor to attend. GG is interested in being involved with this.</b></p>
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	<p>FG reported that she had met with Chris Aston this week to go through the development plan together. There are now groups of 5 or 6 in Y9. Students are now going to lessons as they can cope with the smaller groups. It was important to reinforce that SEN should be a whole school issue and all pupils treated with equity. There are some quick wins that can be taken like using cream paper, writing on every other line in books. FG asked governors to look for this during school visits.</p> <p><b>Action:</b> Chris Aston to look at a review of the LEC and the impact and outcomes.</p> <p>FG left meeting at 19.37. AH left meeting at 19.37.</p>	<p><b>Chris Aston to look at a review of the LEC and the impact and outcomes.</b></p>
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7	<p><b>Strategic Planning to include School Improvement/Development Plan</b></p> <p>PC spoke to the attainment/progress 8 summary a copy of which is appended to these minutes.</p> <p>The 2019 forecast data drop will be available in 2 weeks. The report was produced on relatively historic data. The school does have aspirational targets. SDCC is becoming more accurate with assessments. There is a degree of uncertainty around the new GCSE's and where the standards are. In 2017/18 the school had a much smaller cohort. With a smaller group every student makes a difference to the data. Outliers look as if they will now be taken out of the figures. The school is also waiting for reviews of the remarking. Looking at the prior attainment of the KS2 group the average total progress 8 is down at -0.272.</p> <p>New benchmarks are strong and standard passes are 9-7. Attainment in English and maths has fallen in the 9-7 groups and English has taken a dip this year. There has been a strong pass in 9-5's with again a dip in both English and maths. Basics 9-4 is a standard pass. Grade 4 is still deemed as a pass. English has dropped maths remained the same.</p> <p>KS4 results. The number of students getting a strong pass has dropped. EBACC results. The number of students sitting the exam has dropped. There have been issues with staffing.</p> <p>Progress 8 English. Progress has dropped from last year with a forecast similar to what was projected last year. There have been challenges of the English exam across the board this year.</p> <p>Progress 8 Maths. This has outperformed English in terms of progress.</p> <p>Actions will be taken to support the lower end in English and links developed with SEN. The school will now formulate mocks where English pupils sit all 4 papers. There will be greater accuracy in their projects. Students should then understand the requirements. SEN and disadvantaged students will have a scaffolding approach to exams. There will be a bespoke mock exam for vulnerable students. The second mock will be a full version of what they will sit in the summer.</p> <p>The English and maths exchange with the primary schools exchange will be helpful.</p> <p>Disadvantaged; child care features strongly. Photography is the flagship department. The GCSE PE course has changed hugely. Traditional sports and theory has increased. The Dance exam now sees an increased to 30% in practical theory.</p> <p>RS stressed the need to ensure that all students can do maths and English.</p>	
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8	<p><b>MAT/Director issues</b></p> <ul style="list-style-type: none"> <li>• RS advised that she will hold two half day training sessions in governor monitoring. Also a roles and responsibilities brief. Dates TBA.</li> <li>• A mental health and wellbeing governor needs to be elected for 12 months.</li> <li>• The Safeguarding policy was ratified. SPK advised that a Director working party group has been set up to look at policies. Each schools website will be checked for compliance against the DfE requirements. The South Dartmoor website requires updating. An annual policy check list cycle needs to be drawn up. In July, Chairs should look through the website to check all policies are uploaded and then start working through the policy cycle each September. It was agreed to discuss this at the next meeting in November.</li> <li>• The content of future meetings was discussed. RS suggested a meeting could be held to look at the school curriculum. This should be a meeting where data, the school development plan etc. is discussed. Following this the second meeting of the term could quality assure against what governors have looked at.</li> </ul> <p><i>GG asked about risk and whether this would be identified during an academic year? RS responded that there is a KPI tool that she is working on and that she would like this to be worked on at local level as well. Directors hold the overall risk strategy. Governors look at risk at local level. KPI's will be RAG (Red, Amber Green) rated. GG responded that her questioning came from a desire to understand what governors need to concentrate on now. It could be that there comes a point when governors end up simply monitoring and not be particularly engaged by this. Could governors have more of an input in the quality assurance aspect?</i></p>	<p><b>The Safeguarding Policy was ratified.</b></p> <p><b>The Policy cycle and DfE requirement for the website to be discussed at the next meeting.</b></p>
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The meeting closed at: 20.45.

Detail of next clerked meeting			
Date/Time	Monday 14 <sup>th</sup> January, 5.30pm	Location	PH3 (Place House), South Dartmoor Community College