

South Dartmoor Community College Governing Body

Meeting – Part I Minutes

Date/Time	Thursday 28 September 2017 at 17:00	Location	PH3 (Place House), South Dartmoor Community College				
Attendees	Initials			Attendees	Initials		
Richard Lapham	RL	Vice Chair		Justin Morton	JM		
Graeme Cock	GC	Chair	Arrived at 17:35	Christopher Aston	CA		
Paul Collins	PC	Head of School		Paul McCormick	PB		Left at 17:35

Apologies	Initials	Reason (Category of Governor)
Phil Roberts	PR	
Charlie Dennis	CD	
Lucy Dennis	LD	
David Ray	DR	
Annkatrin Hendry	AH	

Absent without Apology	Initials

In Attendance	Initials	(anyone who is not a governor/associate)
Laura Dudman	LSD	Clerk
Dan Vile	DV	Deputy Principal/Safeguarding
Paul Collins	PC	Head of School
Lucinda Baines	LB	Disadvantaged Students
Ralph Wickenden	RW	Deputy Principal
Kirsty Matthews	KW	Deputy Principal/Head of Sixth Form
Sarah Parker-Khan	SPK	Director

Minutes to
Attendees
Apologies
School website

	Agenda	Led by
1	Welcome and Apologies	RL
2	Elections	LD
3	Declarations of Interests	RL
4	Minutes from the Last Meeting <ul style="list-style-type: none"> i. Minutes Agreed ii. Actions iii. Matters Arising 	RL
5	Chair's Bring Forward Items	RL
6	Review School's Vision and Aims	PC

South Dartmoor Community College Governing Body

7	Head of School's Oral Report i. Disadvantaged Students' Report ii. Results Analysis iii. Staff and Student Absence iv. Review School Evaluation Form v. Media Update	PC/LB/RW/KM
8	Budget i Finance Project Team Report	RL
9	Staffing Updates	PC
10	Health, Safety and Environment i Monitoring of Accident Book	PC
11	Safeguarding	DV
12	Policies i. Approve SRE Policy ii. Review Admissions Policy	PC/DV/RL
13	Review SDA Governance Handbook	RL
14	Governor Monitoring Reports i. Agree Annual Governor Monitoring Timetable	RL
15	External Reports	PC
16	Governor Recruitment i. Review Skills Audit	RL
17	Governor Training i Receive Governor Training Reports ii Agree Governor Training Requests	RL
18	Dates of Next Meetings	RL

Agenda Number	Details of discussion	Decision or Action
1	<p>Welcome and Apologies</p> <p>GC apologised for his late arrival. RL chaired in his absence.</p> <p>Apologies were received from CD, LD, AH, PR and DR which were all sanctioned.</p>	
2	<p>Declaration of Interests</p> <p>There were none. LSD gave out the Business Interests forms for completion. There were no new declarations.</p>	All Governors to complete Business Interests Forms and return to LSD.
7	<p>Head of School's Oral Report</p> <p><u>i Disadvantaged Students' Report</u></p> <p>LB gave a presentation that outlined current disadvantaged student numbers. She explained the different groups within this category. LB expects the numbers to increase for 'Ever 6' but numbers are updated around Christmastime. LB introduced RW and explained that he is working on disadvantaged students and curriculum development.</p>	

English and Maths lessons have increased to daily following research that suggests this is needed to support metacognition.

The staff meeting on Monday focused on disadvantaged students and the challenges. There is a focus on finding out which departments and classes are underperforming so staff can be accountable. RW has taken on the leadership role within the disadvantaged area. There is a proven track record with his approach.

LB and RW outlined the action plan in the presentation. High tariff disadvantaged students are being highlighted to staff. Susan Hills looked at volunteer learning coaches with staff on Monday. Ben Lovick ran a revision evening and there was representation by all departments within the school. Parental feedback was very positive. SPK asked if families of disadvantaged students attended this. LB said she has not had feedback yet but around 85 families visited. Those who did not attend will be explored.

The Head of English raised in the staff meeting that staff need to be aware of the barriers to learning. Where this is shared is something that will be explored to make it easily accessible to staff.

PC asked how the impact of mindfulness work would be measured. LB said CAMHS referrals, parkings and home learning referrals will be looked at. PC said a strategy will need to be in place. 18 members of staff have volunteered to be involved in the mindfulness work. Staff will be committing quite a bit of free time to this.

LB outlined the results of the wellbeing survey of students – there is a 16% drop in the potential wellbeing of students from Y7 to Y11. Students need to be equipped to cope with the additional pressures.

LB explained how the ‘war board’ would work to identify underachieving students. Their progress will be plotted over three data captures. SPK asked if attendance could be linked into this. LB and RW are looking at integrating the charts for underperformance, attendance and staffing. This links to the key priority of attendance. A lot of this relies on accuracy of staff predictions and a great deal of work has gone into ensuring this is precise.

PC explained the success of the English department around the new GCSEs as a result of the access they have made to all available resources. RW explained that if targets are set for Y10 they need to be maintained until the course end. Strategies to avoid negative interactions were discussed. PC said students whose parents attend parents evenings show a 50% increase in performance compared to those who do not. Exploring the need for transport was one area that could be addressed.

LB explained who Graham McDowell (GM) is, what some of his mindfulness strategies are and how they could positively impact on disadvantaged students. He will be taking staff through a training programme. LB outlined who the staff are who will be working on this and which strategies students can connect with easily. The 18 staff will then disseminate this to other staff and deliver it through the tutoring

South Dartmoor Community College Governing Body

<p>programme with the priority for Y11 followed by Y7 for early intervention. GM will also work with some of the high impact groups.</p> <p>LB will send the presentation to LSD to distribute to governors.</p> <p>PC said savings need to be made so he would like governors to be involved in some of the curriculum decisions.</p> <p>RW said there is still a red dashboard for the last set of exam results and it does show a decline although different cohorts should be considered.</p> <p><i>SPK asked if disadvantaged students were still making good levels of progress.</i> RW said they are half way through the analysis but it appears that the high achievers are making better progress but the weaker are struggling. GC asked what the benchmarkers were. RW said 9-5 is what we are being judged on although there is mixed feedback but 4 seems to be closer to the old C grade. RW said the way in which disadvantaged students are measured all show they are underperforming. £250,000 a year comes in to address this. Results of strategies such as extra English and Maths for Y7 will not be shown until they get to Y11.</p> <p>Additional analysis of courses such as IT and Finance showed there were only a small number of students who could access these. The courses need to be more suited to the students for them to achieve success. RW outlined the proposals on a document distributed to governors.</p> <p>There are other schools who get better results as a result of proposal 1. RW explained why Modern Foreign Languages (MFL) scores are 50% off target as a result of EBacc entry. It was discussed as a strategic approach to give additional support or additional skills to these students. They would still get a Progress 8 score and there would be an increase in MFL percentages. <i>GC asked whether EBacc is a distraction. JM asked why not have 75% of students doing it?</i> RW said the belief of the college is that MFL is important. It would be cohort specific year on year. SPK said if it beneficial to these students then it should be done. The outcomes have not been seen over the last five years. The long term goal for EBacc is still the same but this is a short term outlook. Whether there will be MFL teachers available in the future is a question but the current proposal would maintain the same staffing.</p> <p>RW went through Proposal 2. Vocational results are successful but they do not count towards the Progress 8 assessment. RW explained how the practical requirements of subjects had changed using Music as an example. The requirements are more on a par with an AS level.</p> <p>The vocational subjects are being phased out despite having 100% pass rates because they do not have the take up. SDCC students do well at these subjects as they are good at practical and verbal communication subjects. Within Progress 8, up to three subjects can be vocational so the proposal is to include vocational subjects using in house expertise so they would be at the same cost or less. Courses proposed are on tables and there is a risk of change of Government when we are thinking a few years ahead. The recommendation is to follow this strategy but there is a small risk that the courses might not be available at a later date.</p>	<p>LB to send the presentation to LSD for distribution to governors.</p>
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South Dartmoor Community College Governing Body

<p>RW said most vocational courses do change but the material can usually be converted. Studying KS4 over three years is a strength of the college.</p> <p><i>JM asked if the risk should be taken if the EBacc is relatively new.</i> RW said if students chose two courses that were vocational there would be less risk than if they were to select three. The aim is for disadvantaged students to be able to select subjects that will result in better success. The subjects selected are well established qualifications. SPK said there could be a positive knock on effect to other students who are not being disrupted. RW said it also removes the extra level of differentiation required.</p> <p>Governors agreed to the two proposals. RW was thanked for his work. PC said effective monitoring of these students has led to the decisions around the suitability of courses.</p> <p>The difficulties for the hairdressing teachers around the course content, its unsuitability for the students and the outcomes they would like as employers was explained. SPK asked if this will impact on Sixth Form. KM said she will have to review entry requirements as currently they have maintained 9-4 grades. Vocational courses are not included in the offer as there is no equivalent. However, it is still 10 qualifications at KS4 so it could still be a requirement to have the five core ones. Hairdressing will need to be withdrawn due to the financial costs of it. There will still be provisions for this, Land Based and Motor Vehicle but this will look quite different. OFSTED will still assess whether there is a broad and balanced curriculum that is meeting the needs of the students and this would meet these requirements. JM said this is something to promote as it avoids narrowing of the curriculum.</p> <p>PC said the school need to be mindful of offering something for the full breadth of students as there is still the Oxbridge route through. CA said the fact the school is a high performing school for high performing students needs to be advertised.</p> <p>SPK said the quality of teaching and learning will have an impact on the disadvantaged students. KM said we need to be careful about social engineering and support students with appropriate pathways for their ability not because they are underachieving. CA said high quality teaching for these subjects will be vital. Students should not be relocated to vocational subjects because they are a problem. KM used the Catering course as an example of the high quality that vocational subjects can be.</p> <p><i>CA asked what was being done in MFL to ensure that decisions were being made appropriately around this.</i> PC said five years of work had been put into this and teaching quality is good but it does not suit the needs of a key group of students. The levels of progress are not good enough. Decisions need to be made for the good of the students. The qualification is not right for some of these students and there are some parents who do not engage with this. Previous GCSE testing was simply a memory test which some parents did not value. The resources and negative relationships around it were significant. When MFL results are compared nationally it is not like for like as the school has a different ethos of languages for all.</p>	<p>Governors agreed to the two curriculum proposal outlined by RW.</p>
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South Dartmoor Community College Governing Body

12	<p>Policies</p> <p><u>i Approve SRE Policy</u></p> <p>There are some small changes to the SRE policy which has been distributed via email. The policy is underpinned by the work of tutors who are having more contact time with students. Y11 tutor groups have been created which has allowed the college to make SRE more bespoke. DV has attached the programme to the policy. Feedback needs to come via LSD or DV prior to approval.</p> <p><u>ii Review Admissions Policy</u></p> <p>The Admissions Policy is still being reviewed as there have been some technical issues. There are some changes around uniform, gates and the Head of School title. DV will circulate this for approval by Governors.</p>	<p>Governors to feedback to either DV or LSD on the SRE Policy.</p> <p>DV to circulate the Admissions Policy for approval by governors.</p>
7	<p>Head of School's Oral Report</p> <p><u>i Staff and Student Absence</u></p> <p>Last year's calendar caused challenges due to some odd days and the sickness bug. The data is not positive as overall attendance was 93.5% and the target was 95%. There was also 19% persistent attendance which is above the national average. Shadow data goes up to 94.62% when key students are removed. GC asked if the odd days and sickness days could be extracted to get a feel for normal trends. The impact of the sickness bug effectively impacted on the full month of March.</p> <p>PC explained the term dates that had been sent to governors to reduce odd days. Enrichment week will be the last week of the year but only for four days. This will also reduce the cost. It will also mean finishing on a positive note.</p> <p>JM asked what area the school felt was a weakness. DV said key groups all had above national non-attendance figures. Persistent absence is also an issue. An example of this with one specific student was given. KM said external support has been significantly withdrawn. Students had even been collected from home and evidence was there that the school was going above and beyond. There is a mentality with some parents that is difficult to challenge. Study leave needs to be rethought as for the first time in three years students were not following the study leave programme.</p> <p>Attendance figures at the moment are positive. Bus collections have started and letters are about to be sent out for the 20 lowest attenders in each house. Further information was attained through this last year.</p> <p>People do take holidays during term time and fines have been issued for this. Celebrations are taking place for 100% attendance and DV outlined these. Tutors are having daily conversations with students as they now see their tutees every day.</p> <p>PC said the impact is on student progress so if students are absent they need to catch up. DV is putting together a card where students visit the teachers of the lessons they missed when absent to catch up.</p>	

Three legal meetings have already taken place with the Education Welfare Officer as this has the biggest impact.

Late gates have started but late arrivals do not really impact. Transport is an issue for some parents. Sanctions for lateness are having to catch up in late school. This cannot be continued as it is high maintenance but it sets the tone.

Expectations have been raised and staff are being consistent. Students are collected from lessons and it is high profile with leadership team making collections. Students in late school during the first three weeks of term were all for low level disruption. There are a key group of five students who are being worked with alongside their parents. Students who do not come to lunch detentions have an immediate after school detention. There is support of this from parents. It is having a positive impact and DV said there is a different feel around the school at break and lunch.

KM said attendance in the sixth form last year was 94%. An external reviewer by an OFSTED inspector prior to this said this was excellent as there is no benchmark. The Sixth Form target is also 95%.

ii Results Analysis

KM went through the Sixth Form results for 2017 which she distributed at the meeting. There are two points in the academic year where results can be analysed. The DfE release information in January that can be compared to national data. The ALPs value added system is used following results in August. This compares the GCSE average points score to the A level results.

KM went through the measurement system for the ALPs data. Results are slightly down on last year due to the cohort. Y12 had very high target grades. A*-B and A-E grades are higher than average. There was a slight anomaly in Health and Social Care entries as a student was withdrawn due to ill health.

There are trends in terms of teaching and learning. Over 3 years the 'T' score remains at level 3 which is the top 25% nationally. All types of schools are compared together. There are arguments that progress is harder in selective schools because they come in with higher grades and are therefore capped at what they can achieve.

It was a difficult cohort last year as new specifications were being delivered in some subjects. Subjects that usually have high results struggled with the new specification challenges. KM was personally disappointed but she knew from monitoring in March that the Sixth Form would not get ALPs level 2 and there are schools who would be happy with this result. There were not enough example papers for the new specifications. Changes for delivery have been made for this year based on the first phase through.

DfE analysis puts the school in the top 5% nationally. This is judged over a three year period and the track record is good and should not impact on this.

High prior ability students (those with 77.5 as their average GCSE points score) are not getting the A*-A grades. There were eight students in this category who did not get the grades probably as a result of new specifications and teaching to the middle so this is a focus for this year.

South Dartmoor Community College Governing Body

<p>Two subjects were ALPs blue. One was Further Maths but there were only three students so this is not statistically significant and not a trend. The other was Media Studies. The AS level counted towards the grade and the teacher went off sick and retired due to ill health. A lot of money was put into this but it did impact on results. There were high grades but progress was not in line with national results.</p> <p>GC asked about the English results. KM met with the Head of Department (HoD) today. In English there is no KS5 leader and it is a large department. The HoD was teaching most of KS5 and Media and a key member of staff was on maternity leave. An action plan is in place. There is not the staffing, expertise, or budget to have a KS5 English Leader although there is one for Maths and one for Science.</p> <p>Sport BTEC has improved in terms of progress but it is still not good. It will not run anymore and the Cambridge Technical course will be run instead. A TLR has been assigned to the course leader and it is being monitored closely. KM is confident that the results will be better. If students do not make the progress they will come out of training. There was conflict about this previously with the Football Academy but there is now clarity around this.</p> <p>Disadvantaged students in the Sixth Form do not get any funding but the school is still responsible for this gap. Two students fall into this category. Cultural capital issues around Economics impacted on the results. KM has subscribed to journals to try to tackle this issue at a cost of £400. BTEC underperformance was due to the wider issue.</p> <p>There was not much of a gender gap – less than 1% - with males performing better. The average grade was C for males and C- for females. All students work very hard. JM asked what the gender gap was at the highest level. KM said it is difficult to say as last year the highest performers were male but the year before they were female. There are no key trends. She will look at it again. SPK asked about the gender gap in subject choices. KM said there is a huge division – childcare is always female, CTEC Sport only has one girl, Physics Y13 has no girls, Maths is better represented than usual by girls and Further Maths is usually boys. History and English are quite equal.</p> <p>Student voice feedback is extensive and KM shared the highlights. Negatives were walking up the hill and pastoral provision. Points about assemblies have been addressed with everyday contact with tutors and the assembly programme bring overhauled along with the tutor programme.</p> <p>Exeter school have provided PCs that they no longer need which are much more effective than the previous equipment. There is also WiFi for students to use their own devices. There is still a need to continue to upgrade ICT systems</p> <p>The intake is very inclusive and retention from Y12-Y13 is above 90% which is unusual. Marketing materials are an area of focus.</p> <p>A target is to achieve a higher proportion of A*-B grades. The CPD budget is being used for staff to attend exam board courses for new specifications. Another target is to get CTEC results in line with the national average.</p> <p>It was agreed to move to Part II Minutes for the next item.</p> <p>The meeting returned to Part I Minutes.</p> <p>PC went through the KS4 results headlines. He asked if governors had had training on SISRA analysis as this would be useful. PC will get Emma Dixon to do a training</p>	<p>It was agreed for Emma Dixon to do a SISRA training session for governors at the next LGB meeting.</p>
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South Dartmoor Community College Governing Body

session at the next governors' meeting. This was agreed. LSD has also sent out details of a secondary data training course for governors today.

Figures still need to be validated but they are best estimates. RAISE will be going and there will be a replacement system. Many schools submit data to SISRA so comparisons can be made. Last year the figure for 5 A*-C grades was 62% but this year it is 63%. Nine students in English achieved grade 9 and 4 students in Maths. There was 100% A*-C in 15 subjects. Progress 8 is at -0.16 which is a slight drop on last year. The key impact is disadvantaged and SEN students.

The disadvantaged students score for Progress 8 is -0.76 which is a concern. Strategies were brought in and external advisors gave positive feedback. RW has been brought on board to measure the impact of some of the strategies put in place.

Overall, Progress 8 is very good compared to other Devon schools. A progress measure of 0 is the benchmark. This means students achieved two thirds of a grade less than other students nationally for their eight best qualifications. There are a lot of case studies around these students and shadow data shows one student has impacted significantly. Shadow data can be argued with OFSTED.

Disadvantaged and SEN students can be identified by staff but many are not doing things that are above and beyond for these students. JM asked what the balance was for achieving the best for everybody. PC said the school will be judged on key groups and the gap between disadvantaged students and those who are not and this has widened.

CA did a visit around SEN students. Their Progress 8 score shows -1.18. A lot of work has been done with the LEC and the outcomes are not evident. PC will work with CA to look at this provision. It is very expensive and a lot of Pupil Premium money is going into this. It is a nurturing environment but the question is whether it can be justified if the results are not there. CA said the alternative could be to spread the money more thinly with more training for Quality First Teaching and closer monitoring. Fiona Goodchild will compare outcomes of students not in LEC with those who were. SPK asked if this was a trend. PC said yes and the gap has widened. Performance Leaders are putting together case studies for the students that have not performed and evidence of why to be reviewed.

English outcomes and attainment has been very good and they teach in mixed ability groups. Maths attainment has not been as good. English is a one tier paper but Maths is still two tier. A level 5 in the higher and foundation papers is not the same. Maths and English are double weighted in Progress 8.

Geography was a key underperforming subject.

It was agreed that the meeting would move to Part II Minutes for the next item.

The meeting returned to Part I Minutes.

South Dartmoor Community College Governing Body

	<p><i>CA said a SEN strategy was being drafted and how were staff involved in this.</i></p> <p>Susan Hills has had her teaching reduced significantly to focus on this and pedagogy across the school is good. The focus is now specifically on SEN and disadvantaged students. Quality Assurance models are strong so these can be used for these groups of students. Comparisons to other schools are very positive but open mornings have not highlighted this as it is not appropriate to do so. JM did a Governor walk and helped PC see some of what a visitor viewpoint might be.</p> <p><u>v Media Update</u></p> <p>There was a poor start to the year with negative publicity but it has helped to galvanise staff and has raised the profile. It was tough and personal but PC has been working with the student who put the uniform petition online. He has also been working with the Student Council. Feedback from staff is positive and PC feels supported by the school.</p> <p>The school is not monitoring the number of parkings staff are issuing as negative and PC gave an example of the success of this.</p> <p>Lots of work is being done on social media with parents and students. Parents will be invited to reflect on online activity.</p> <p>PC considered having a statement from the governing body in response to the incident but decided to just see it through.</p> <p>It was agreed to move to Part II Minutes for the next item.</p> <p>The meeting returned to Part I Minutes.</p>	
2	<p>Elections</p> <p>HB has requested that PC becomes the ex-officio on the governing body in light of his retirement. It was discussed whether PC will have his Directors' vote. Members would need to approve PC as a Director. JM expressed possible interest in being a Member. It was agreed to defer the elections to the next meeting.</p> <p>CA agreed to be SEN Lead Governor.</p> <p>LSD highlighted the quantity of staff to lay ratios at meetings to ensure there is not a sway on decision making.</p>	<p>It was agreed for PC to become the governing body ex-officio.</p> <p>It was agreed for CA to be the SEN Lead Governor.</p> <p>It was agreed to elect the remaining roles at the next meeting.</p>
16	<p>Governor Recruitment</p> <p>It was agreed that governor recruitment was not necessary as there was a good core of governors. There are smaller governing bodies across the MAT but those who are there are understanding of the Trust. The focus is on impact on the students.</p>	

South Dartmoor Community College Governing Body

	<p><u>i Review Skills Audit</u></p> <p>GC still needs to return his skills audit. LSD will target the other governors who are missing.</p>	<p>GC, CD, LD, PM, PR and DR to return Skills Audits to LD before the next LGB meeting.</p>
14	<p>Governor Monitoring Reports</p> <p>It was discussed that regular visits by governors was a positive. SPK explained that the Heads meetings were useful for getting an oversight. She will continue to attend governors' meetings on occasion.</p>	
11	<p>Safeguarding</p> <p>CA has read the safeguarding materials.</p>	
17	<p>Governor Training</p> <p>JM is booked onto the Babcock new governors' induction course.</p>	
5	<p>Chair's Bring Forward Items</p> <p>LSD requested Edubase details from GC and CA which were received.</p>	
4	<p>Minutes From the Last Meeting</p> <p><u>i Minutes Agreed</u></p> <p>The minutes of the last meeting were agreed as a true and accurate record and signed by GC.</p>	

The meeting closed at: 20:00.

Detail of next meeting			
Date/Time	Thursday 23 November at 17:00	Location	PH3 (Place House), South Dartmoor Community College