



**MINUTES OF A MEETING OF THE GOVERNING BODY OF ROSEBERY SCHOOL
HELD AT 4.15 pm ON TUESDAY 8 DECEMBER 2015**

At a meeting of the governing body of Rosebery School held at the School on Tuesday 8 December 2015 at 4.15 pm.

Present: Sue Boustead (SB) *Vice-chair in the Chair*
Ros Allen (ROA) (*Headteacher*), Harish Bhayani (HB), Lesley Duff (LD), Sue English (SE), Malcolm Hall (MH), Abby Janes (AJ), Russ Oliver (RO), Richard Skinner (RS), Rachel Sumeray (RSu) and Maria Zuurmond (MZ).

Clerk to Governors: Lesley Cassie

In attendance: Caroline Gibbins *Deputy Headteacher*
Jo Garrod *Deputy Headteacher*
Dawn Revers *Interim School Business Manager*

1. Welcome and Introductions

Governors welcomed Lesley Duff to her first full governing body meeting and, at the invitation of the Vice-chair, everyone present introduced themselves.

There was then a minute's silence in remembrance of Natalie Scott. Governors extended their sympathy to Natalie's family and friends and asked the Headteacher to offer the governing body's support for the staff at this difficult time.

2. Apologies for Absence

Apologies for absence were received from Helen Baker, Pam Barnsley and Isabel Ramsay and their absence approved.

3. Declaration of interest

Governors noted the Clerk's explanation of the protocol for declaring any interest which might have an impact on the activities of an individual acting in their capacity as a member of the governing body and the advice to declare that interest and withdraw from the meeting when it was discussed.

4. Minutes of meeting held on 16 September 2015

a. Approval

The minutes of the meeting of the governing body held on 16 September 2015 as previously circulated were received and approved by governors. The Vice-chair then signed the minutes.

b. Matters arising not considered elsewhere on the agenda

• **Condition of gym** (*Minute 8b refers*)

Governors noted that the remedial work to the gym had been completed and it has been determined safe to use. A bid had been submitted to the Capital Improvement Fund for the funding to enable permanent repairs to the gym. Governors thanked Ms Revers for her work in this regard.

• **Variation to uniform** (*Minute 8c refers*)

Q Are many students opting to wear trousers instead of kilts?

A Trousers are being worn by a small number of students.

5. Constitution and membership of the governing body

a. Changes since last meeting

It was reported that since the last meeting of the governing body, Helen Baker (Staff Governor - Teaching) and Tony McCartney (Parent Governor) had resigned from the board. Governors recorded their thanks to both Helen and Tony for their contribution to governance at Rosebery and wished them well in the future.

Q What arrangements will be made to fill these two vacancies?

A An election for a Teacher Governor is currently in hand; arrangements for the election of a Parent Governor will be made in the spring term.

b. Expanding the governing body

Governors noted that, following research to identify a member with skills in Building and Premises management and development, interest in joining the board had been expressed by the professional colleague of a governor. It was **AGREED** to explore further the possibility of her joining the governing body.

ACTION	BY	RESPONSIBLE
Conduct election for Teacher Governor and report result to governors.	30.01.16	Clerk/HT
Conduct election for Parent Governor and report result to governors.	02.03.16	HT
Explore appointment of further Trust governor and make recommendation to next meeting of GB.	02.03.16	HT/MH/IR

6. Report of the Headteacher

Governors received a document entitled *Headteacher's Report December 2015* as previously circulated by the Headteacher who invited questions and comments.

a. Pupil Progress

Additional documents considered by governors included:

- *FFT Analysis based upon each student's best grade in each subject: Summary and comparison with national distribution*
- *FFT Analysis based upon each student's first grade in each subject: Summary and comparison with national distribution*
- *Governors' FFT Dashboard 2015*
- *Governor Dashboard Dec 2015*
- *KPI 2015 Update*

Q1 What steps have been taken to improve progress in Maths at KS4 & 5?

A1 The Maths Development Plan has been rewritten to focus on 3 key priorities: – Yr 11 and 13 attainment, a consistent approach to T and L and the creation of a clear vision. DAL has been supporting the department to ensure a shared vision and desire to achieve excellence both in regard to teaching and learning and the outcomes for students in Mathematics. In addition, we have organised a visit from the Director of Learning (Maths) from The Beacon School who carried out a learning walk which included a visit to all Year 11 classes and prioritised the Retake Group for GCSE Maths in Year 12 with more regular and frequent lessons for this small cohort with high quality teaching. They took the exam in November 2015.

Q2 What is the evidence that these strategies have contributed to improved progress?

A2 We will be in a better position to report to governors on improved progress once the results of the mock exams are known. At that point, we will seek to reset the Year 11 students and ensure that the most appropriate staff are matched to the right set.

Q3 How do you plan to increase the number of students achieving 5A*-C EM and making 4+ levels of progress in English *and* Mathematics GCSE?

A3 All students in Year 11 took the IGCSE English exam in November which required extensive preparation with students taken out of other lessons for speaking and listening assessments, two days of preparation and the exam. Projected performance data for this cohort is exceptional. The Core Subject HLTAs are targeting the C/D borderline students by providing out of class support and the SEN TA team are supporting students in class as well. The Specialist Teacher for Dyslexic Students is also involved in providing targeted support. As in previous years, mock data and the IGCSE results will be analysed carefully to identify intervention plans for students at risk of not achieving 5 A*-C including English and Maths or not making expected progress in these key subjects.

Q4 How will we know if these steps have proved successful?

A4 The mock Maths exams will be a key point of reference both to evaluate the success of these support strategies and to refine intervention approaches.

Results of the English IGCSE will be published in January. However, this is the last year where we will be able to enter students for this exam. The current Yr 10 will take their English in June 2017, not in November 2016. Future results are likely to be less impressive because of the absence of a coursework and speaking and listening elements at which our students generally excel.

Q5 What about underachieving students? What is being done to enhance their progress and bring them up to speed?

A5 The SEND provision map reflects the different needs of each student and ensures all stakeholders have a clear view of what is in place for all students. We have put intervention plans in place for key students who have also been allocated a key worker. External agencies are involved with several students with some on part time timetables to suit their need; these interventions are reviewed regularly and changed as needed.

Q6 Is there any additional provision for under achieving 6th form students?

A6 6th form underachieving students are highlighted after November Assessment Week. Our initial Cause for Concern Evening in mid-November invited parents and students to meet with Director and Deputy of Sixth Form. Bespoke Academic Monitoring plans for each student have been put in place.

An Yr12 Upskill Group has been created to work with the Teaching & Learning Group to instigate a 'study skills' group for Yr12 students with low APS at GCSE who are struggling with A Level study (highlighted by poor performance in November assessments).

Q7 How is the success or otherwise of these strategies monitored?

A7 After each report cycle the progress data for each student is reviewed to evaluate whether the support plan should remain the same or be adapted. This data is reported to governors via the Teaching and Learning Committee.

Q8 To date, the evidence for pupil premium is looking very positive. How confident are we that this is going to be carried across the year?

A8 The Leadership Team are monitoring this regularly and from this viewpoint, it appears that the accuracy of data is very good. We need to be aware, however, that in this school the small numbers involved means that only one or two students can make a significant statistical difference to final outcomes.

Q9 Your report indicates that FFT places Rosebery in the top 6% of schools in the country and our RAISE VA score is 1034 (1027 in 2014) – the national average for girls is 1009. This is a commendable result. Does it refer to the top 6% of **all** schools or **state funded** schools?

A9 State schools including academies and free schools.

b. Curriculum and Assessment

Q1 How is the School preparing for curriculum changes?

A1 The impact on staff to come to terms with AwOL (Assessment Without Levels) at KS3 at the same time as a timetable of GCSE and A Level reform staggered across subjects is tremendous.

A programme of departmental planning and standardisation has been enacted to ensure that AWoL is meaningfully embedded, further time is needed to address this. In addition, we continue to work to finalise the reports and the system for producing these. Our data tracking system, 3 Matrix, is being further developed so that progress can be monitored and evaluated. We also need to ensure that our AWoL system is sustainable in the short, medium and long term to deliver academic success for our students and the school in line with new national performance measures.

Q2 What about other stakeholders? How are they being prepared for the changes?

A2 Parents have been offered information evenings to increase their knowledge and awareness of the changes. These evenings have been well attended. A training session for governors will be held on 11 January 2016.

RO reported: Several parents have expressed their thanks to me for the explanatory sessions which they found very helpful.

c. Performance Management

Q1 Where are we in terms of the Performance Management cycle?

A1 All teaching staff have now completed their appraisal and the outcomes have been forwarded to the Pay Committee. As lessons are no longer graded, teaching staff grade themselves for student progress, progress towards PM objectives, pastoral responsibilities, leadership competencies and progress against the teaching standards. These grades are reviewed by their Line Manager and for the first time these have been quality assured by a Performance Reviewer.

Q2 Where there any surprises?

A2 There were a few disagreements between appraisees and their appraiser. Some objectives have been returned to colleagues for rewriting to ensure that they are robust and meaningful. All members of the Leadership Team underwent a thorough performance review.

SB reported: As Chair of the Pay Committee, I found the package of evidence presented impressive both in support of the recommended pay levels and of the process undertaken in reaching those recommended levels. They were robust and comprehensive.

d. Staff Survey

Documents entitled *Staff Survey Final November 2015* and *Summary of written comments (22): Staff survey 2015* as previously circulated by the Headteacher were considered. Questions and comments were invited.

Q1 Do you have any additional insights into the responses to the survey, in particular the staff view of governors' impact or lack of it?

A1 Quite a few staff appear to be unfamiliar with governors and/or their role in school. There is clearly a need for governors to work more closely with staff to heighten their awareness of governance and their knowledge of effective partnership.

Q2 Nearly 40% of respondents indicated that, in their opinion, the behaviour of pupils was not consistently managed. Can you shed any light on this?

A2 The insight offered by the written comments suggests that the problem relates in part to a perception that teachers are not applying the School policies consistently. There is a sense that a small number of staff appear to shy away from confrontation, leaving the responsibility to other teachers to address behaviour. The LT and coaching team continue to offer support with behaviour both in class, as training sessions and through the coaching programme.

Q3 What is being done to address the issues about workload and work/life balance?

A3 We have met with the Staff Consultation Group to explore staff well-being and are currently engaged in gathering their views on what they would find beneficial in improving their work-life balance to use this as a starting point for putting strategies in place. We recently cancelled a staff meeting to give staff more time for departmental planning and have put in an additional INSET day to provide more opportunity to focus on AWoL in particular.

Q4 What is the rationale for using this survey?

A4 This is the survey OfSTED will use on their next inspection of the school.

ACTION	BY	RESPONSIBLE
Indicate in future whether governors will be attending staff tea.	Ongoing	All govts.
Contact link department and arrange to visit during spring term.	14.02.16	All govts.
Attend governors' training on effective working partnerships.	09.03.16	All govts.
Clarify role of governors' visits.	02.03.16	SB
Staff to receive behaviour competency training and outcomes to be reported to GB.	20.07.16	HT
Continue to present report on Staff update to GB	Ongoing	HT/Clerk
Report termly to T&L Cttee on use of supply staff	Ongoing	HT/ Clk/ ChT&LCttee

Governors thanked Ms Allen and the Leadership Team for their continued support and contribution to the success of Rosebery School and students.

7. Report from the Finance and Staffing Committee

a. 2015 Annual Accounts

A document entitled *Rosebery School Annual Report 31 August 2015* as previously circulated and recommended for adoption by the Finance and Staffing Committee was received by governors; questions and comments were invited.

Q1 The surplus at the close of the 2014/15 accounting period appears to be £200,000. However, there is another surplus sum in the region of £400,000. Please explain the correlation between the two figures.

A1 The larger surplus includes restricted funds - those with a certain condition attached. The restriction includes funds identified for a specific project or specified purpose such as school trips and the School Fund.

Q2 What is the level of contributions to the School Fund?

A2 Difficult to say precisely but it is low. We have made efforts to increase the numbers of donors but without much success. We need to consider how to encourage greater participation from parents through more effective marketing

Q3 Can we gain the interest on restricted funds?

A3 This is currently being explored by the School Finance Manager who will report to the next meeting of F&S.

Q4 How would you summarise the financial position of the School?

A4 We came out of last year stronger than expected with much clearer and more transparent accounting and reporting systems in place. This is due in no small measure to the work of Sarah Clarke, Dawn Reves and the Finance Team who worked in difficult circumstances to achieve this.

Action	By	Responsible
Explore other schools' funding and report to the next meeting of the F&S Committee.	16.01.16	SE
Recommend approval of accounts to academy trust.	08.12.16	ChF&S

b. Update on current financial position

RS reported on the current financial position which he advised was currently on target. He advised that the financial reporting from the school was much stronger and robust.

c. Disclosure and Barring Service

A document entitled *DBS checks – new policy* as tabled was received. RS explained that the auditors had indicated that having all governors DBS checked did not represent value for money and that the practice of checking all governors could be seen by OfSTED as inappropriate use of

School funds. At the meeting of the Finance and Staffing Committee on 17 November 2015, it had been agreed, in light of this advice, not to pursue any incomplete DBS checks or to instigate any new checks until further notice.

In discussion of this decision, concern was raised that there appeared to be contradictory advice on this matter:

All academies are independent schools and the provisions of the Education (Independent School Standards) (England) Regulations 2010 (the 'Standards') therefore apply to them. The Standards place a statutory duty on academy trusts to carry out certain suitability checks on staff and governors.

However, *Keeping Children Safe* sets out a conflicting position, stating that, while all governors require an enhanced DBS check, only where a governor or Chair is taking part in regulated activity will they also require a barred list check. This contradicts the position in law under the Standards which require a barred list check whether or not the governor is undertaking regulated activity.

ACTION	BY	RESPONSIBLE
Review decision of F&S Committee not to undertake DBS checks on governors.	02.03.16	Ch/HT
Suspend DBS checks on governors temporarily until position is clarified.	WIE	HT
Seek further professional advice and report to Chair/HT.	18.12.15	SB/Clerk

RS asked for it to be recorded that the governing body were considering countermanding a decision made by a properly constituted committee with delegated powers.

8. Report from Teaching and Learning Committee

In the absence of the Chair of the Teaching and Learning Committee, the Headteacher gave a verbal report.

a. Policies

Governors noted that the Committee had approved the following policies:

- Behaviour for Learning
- Anti-Bullying
- Equality

which would be posted on the School website.

b. Change to curriculum arrangements

ROA reported that the T&L Committee had approved the proposal put forward by the Leadership Team to reduce:

- the school timetable for all KS3 & KS4 students by two lessons to 48 as opposed to 50 a fortnight.
- the teaching timetable in Y12 by one hour to 8 per fortnight. Y13 would continue to receive 9 hours teaching a fortnight. The reduction for Y12 would be offset by no longer having study and examination leave for AS exams.

Q1 Please clarify the decision making process so far.

A1 The proposed changes were arrived at by the Leadership Team following an exercise to identify ways in which the School could respond effectively to a range of government initiatives while at the same time staying within budget. The proposal was then put to a meeting of the T&L Committee who had agreed to recommend its adoption to the governing body. Although this change comes within the operational scope of headteacher, it was decided to consult with governors on their views before proceeding with its implementation.

Q2 What are other local schools and providers doing?

A2 A variety of approaches. Some are following a similar plan; others are making other changes.

Following further discussion, it was agreed by a majority consensus to support the LT in making a decision on whether to institute the changes as proposed.

ACTION	BY	RESPONSIBLE
Proceed with implementation of new curriculum arrangements with effect from start of 2016/17 academic year	18.12.15	HT
Report to spring term T&L meeting on progress of implementation.	20.01.16	HT

9. Report from Premises and Risk Management Committee

The Chair of the Premises and Risk Management Committee reported that the Committee had met on 21 October 2015. Governors noted that:

- a new member of the premises team had been recruited.
- the School were considering serving notice to break their contract with the cleaning contractors in view of the poor service that had been received.

10. Reports from Working Groups

a. 6th Form Working Group

RSu, convenor of the 6th Form Working Group, reported that the group had considered three options when they met:

- abandon idea of admitting boys
- go to consultation for 2017
- go to consultation for 2018

In light of the strict timetable for consultation, it was unlikely that all requirements would be in place for a change to take place in 2017.

b. Preparing for OfSTED Working Group

It was reported that this group had yet to meet.

c. MAT Working Group

ROA reported that the LT had discussed the issues surrounding joining/forming a MAT but there has been no wider discussion with staff yet. She has also met with several HTs in the local area and that a Finance meeting with the GLF trust had also been arranged to explore options for collaboration. This group needed to meet early in spring term before the 6th Form Working Group meeting.

d. Restructuring Working Group

Responsibility for the membership and proceedings of this group was delegated to the Finance & Staffing Committee to agree and report to the next meeting of the governing body.

ACTION	BY	RESPONSIBLE
Reconvene and review alternatives for 6 th Form and report to next meeting of GB.	02.03.16	6 th Form Wkg Gp
F&S Cttee to appoint members and agree proceedings of restructuring working group and report to next meeting of GB.	02.03.16	ChF&S

11. Admissions Arrangements 2017 – 18

A document entitled *Admissions Arrangements 2017 – 18* as previously circulated was received and governors **AGREED** to implement the arrangements as received.

12. Safeguarding

Governors received documents entitled *Child Protection and Safeguarding Policy 2015, Annual Report to the Governing Body on Safeguarding Children 2015* and *Audit of statutory duties and associated responsibilities for schools in relation to: 'Keeping Children Safe in Education – 2015'* as previously circulated.

a. Child Protection and Safeguarding Policy 2015

ROA reported that the Policy had been considered at a meeting of the T&L Committee in October and was recommended by the Committee for adoption by the governing body.

b. Audit of statutory duties and associated responsibilities for schools in relation to: ‘Keeping Children Safe in Education – 2015’

Governors noted the report of the review of the discharge of duties in relation to *Keeping Children Safe in Education – 2015* which had been completed in conjunction with the Ofsted document *Inspecting safeguarding in early years, education and skills settings* published in June 2015. Following the review process, the School had assessed itself as exceeding the minimum requirements in all 17 safeguarding areas and indeed identified achievement in relation to risk assessment and experience of managing cases of CSE as an area of specialist experience and expertise.

c. Annual Report to the Governing Body on Safeguarding Children 2015

Q1 How many staff have completed their Stage 1 training?

A1 All staff, teaching and support, have completed their Stage 1 training. In addition, all Child Protection Designated staff have undertaken a range of specialist training including CHANNEL, CSE and Designated Child Protection Officer training.

Q2 Are you satisfied that the staff are up to speed with their knowledge and awareness of safeguarding and child protection?

A2 Yes, the standard and level of training undertaken by staff is consistently high and all staff are aware of and implement procedures thoroughly.

ACTION	BY	RESPONSIBLE
Approve Child Protection and Safeguarding Policy 2015 and publish on website.	18.12.15	HT
Refer review of Child Protection and Safeguarding Policy to the autumn term meeting of the T&L Committee.	09.16	ChT&L/Clerk/HT
Ensure Child Protection and Safeguarding Policy is a standing item on every GB meeting agenda.	Ongoing	Ch/HT/Clk
Ratify Audit and Return to local authority.	18.12.15	Clerk/HT

13. School self evaluation, quality assurance and strategy planning

Documents entitled *Rosebery School Key Strengths Document, SEF 2015-16 December 2015, Strategic Plan 2015 – 2020, Timetable of School Development* and *What do governors need to know?* as previously circulated were received. Governors were advised to read the papers in preparation for committee meetings in the spring term.

ACTION	BY	RESPONSIBLE
Read all documents as circulated in preparation for committee meetings in spring term 2016.	14.02.16	All govs

14. Governors’ Training and Development to include report from Training Link governor on any training undertaken since the last meeting

It was reported that several governors had attended the School-specific Governors’ Induction session organised by SB and that further whole governing body training focusing on RAISEOnline would take place on January 11th 2016. All governors were strongly encouraged to attend.

15. Any other urgent business

a. Governors’ Page - Website

Governors were asked to submit a photograph of themselves together with a brief pen portrait for inclusion on the Governors’ Page of the School website. The photo and pen portrait should be sent to the Clerk.

16. Dates of future meetings

- **RAISE data training**
6pm Monday 11th January 2016
- **Governing Body:**
4.15 pm (3.30 for refreshments with staff) on Wednesday 16 March & 29 June 2016
- **Finance & Staffing Committee:**
6.30 pm on Wednesday 2 March & Thursday 12 May 2016
- **Teaching and Learning Committee:**
6.30 pm on Wednesday on 20 January & 8 June 2016.
- **Premises and Risk Management Committee:**
6.30 pm on Wednesday 3 February and 15 June 2016.

Following items of confidential business, the meeting closed at 6.40 pm.

Chair

Date