



At a meeting of the Board of Governors of Rosebery School held at the School on Wednesday 22 March 2017 at 4 pm.

Present: Isabel Ramsay (*IR*) *Chair*
Lesley Duff (*LD*) *Vice-chair*

Ros Allen (*RA*) (*Headteacher*), Pam Barnsley (*PB*), Harish Bhayani (*HB*), Lesley Broome (*LB*), Malcolm Hall (*MH*), Richard Skinner (*RS*), James Waight (*JW*) and Maria Zuurmond (*MZ*).

After Item 2: Sarah Ayers (*SA*), Peter Dunbar (*PD*), Silke Elvery (*SE*), and Rob Mayo (*RM*)

Clerk: Lesley Cassie

In attendance: Sarah Clarke (*SC*) (*School Business Manager*), Jo Garrod (*JG*) (*Deputy Headteacher*) and Caroline Gibbins (*CG*) (*Deputy Headteacher*)

1. Apologies for absence

Apologies for absence were received from Anne Randall who had a previous commitment, Sue English who was recovering from surgery and David Lach, who was on paternity leave following the birth of his daughter. Governors wished Sue a speedy recovery and sent their congratulations to David and his wife on the new addition to their family.

2. Welcome and introduction

The Chair opened the meeting by welcoming those present and advising that following a successful Parent Governor election, members of the Trust would be invited to appoint 3 new Parent Governors and a co-opted Trust Governor. The Clerk advised governors that, according to the Articles of Association, Trust members were: the Chair and Vice-chair of Governors, Chair and Vice-chair of the Teaching and Learning Committee and the Chair and Vice-chair of the Finance and Staffing Committee. Other governors were welcome to take part in any discussion but only members of the Trust were eligible to vote.

3. Membership

The Clerk explained the process which had taken place to recruit parent governors to fill the skills gaps identified in the recent audit. Application forms supporting the candidates' nomination as previously circulated to all governors were received. **NOTED** that as the candidates had been nominated and elected by the parent body, the election of governors with the skills sought could not be guaranteed. Notwithstanding, those parents who had been elected were appropriately skilled and offered many of the qualities sought. In addition, a further candidate whose application was received after the closing date but who possessed many of the skills sought was proposed for co-option to the Board.

Following discussion, it was unanimously **RESOLVED** by the members of the Trust to appoint

- Sarah Ayers, Silke Elvery and Rob Mayo as Parent Governors for a term of 4 years with immediate effect
- Peter Dunbar as a Trust Co-opted Governors for a term of 4 years with immediate effect.

The newly-appointed governors then joined the meeting and, at the Chair's invitation, those present introduced themselves.

4. Declaration of interest

The Clerk explained the protocol for declaring any interest that might have an impact on the activities of an individual acting in their capacity as a member of the governing body. Governors noted her advice that they should declare any interest and withdraw from the meeting when it was discussed.

All governors were reminded of their duty to complete a declaration of pecuniary interest for inclusion in the School's Register of Interest which is posted on the School website.

5. Minutes of meeting held on 6 December 2016

The minutes of the meeting of the Board of Governors held on 6 December 2016 as previously circulated were received.

a. Approval

AGREED to approve the minutes unamended. The Chair then signed a copy of the minutes.

b. Matters arising

- **Safeguarding** (*Minute 13 refers*): The HT reported that there had been four bullying incidents recorded since her last report. All incidents had been dealt with in accordance with agreed procedures.

6. Report of the Headteacher

The report of the Headteacher setting out progress towards priority targets together with the following documents as previously circulated were received:

- *Governor Data Summary Dashboard*
- *Parent Survey Feedback*
- *SEF and Action Plan Feedback*

Questions and comments were invited.

Q1 What, if any, is the effect of the proposed redistribution of Schools' funding recently announced by the government?

A1 Despite the redistribution, which promised a fairer allocation of funding, there are insufficient funds available to sustain the School in difficult economic times. There are unlikely to be any schools in England who will avoid a real terms cut in per pupil funding by 2019-20, even in areas benefiting from the new formula. Indeed, around half of secondary schools will be faced with significant real cuts in funding per pupil of between 6% and 11% by 2019-20 amounting to an average real terms loss of £291,000 per secondary school. This equates to, on average, the loss of 6 teachers across all secondary schools. Rosebery receives the lowest level of funding in Surrey.

Q2 What, if anything, can we do to alleviate the financial situation?

A2 Careful financial management and budgeting on our part have gone some way to addressing the potential shortfall. We are active with all the other secondary schools in Surrey in protesting against what we see as unreasonable and unsustainable funding levels. We continue to seek alternative sources of funding including capital improvement grants and encouraging parents to make voluntary contributions towards enhancing their daughters' education. Nonetheless, serious gaps in the funding arrangements mean we are faced with some extremely difficult financial decisions in future.

Q3 With regard to the new GCSE levels, is 5 now the benchmark?

A3 No, it is still 4. We believe we are currently on track for 90% Level 4 at KS 4.

Q4 We recognise from your report that the number of fixed term exclusions is relatively low but what is being done to reduce fixed term exclusions, particularly for disadvantaged and SEND students?

A4 We have determined a range of strategies to ensure early intervention is put in place for disadvantaged and SEND students whose behaviour does not meet expectations. These strategies include rigorous monitoring of behaviour data, reintegration meetings with Key Worker (DHoY/SENCO) after each exclusion, Key Worker/SENCO meeting disadvantaged/SEND students who are isolated or internally excluded before they return to lessons and deployment of conditions for learning programme for students who persistently disrupt lessons.

Q5 What impact has the interventions you have put in place for disadvantaged students had in terms of their progress?

A5 Current progress data for Y11 DA projects positive progress in most areas for DA students with threshold projections 83% 9-4 EM. It is important to note that the small number of disadvantaged students in the School means that there is a disproportionate impact on progress data when one or two students are significantly underperforming, despite all our best efforts. Currently in Year 11 we have two students whose home context is so challenging that they are not able to attend full time education. As a result, their progress significantly skews the data in year 11 for this cohort.

Q6 You have reported in the past that attendance is an issue amongst some DA students. Have you made any progress in this area?

A6 Attendance for DA students has improved: attendance for PP in February 2017 was 93.8 (up from 93.1 in 2016) with PA for PP in February 2017 was 19% (down from 35.6% in 2016). Attendance for FSM in February 2017 was 92.7% (up from 92.6% in 2016) with PA for FSM in February 2017 at 15.9% (down from 27.8% in 2016).

Q7 How many school days are lost through unauthorised absence especially holiday in term time and how does this compare with other local schools?

A7 In the last school year, 380 days were lost through unauthorised absence (holiday). This compares favourably with other schools – one local primary school much higher.

Q8 Do you generally expect these lower attendance figures in Y12 & Y13?

A8 To an extent because it includes study leave although obviously, we would rather have 100% attendance amongst KS5 students.

RS: I meet regularly with Jo Garrod and part of our discussions involve interventions to improve 6th form attendance.

Q9 What is the perceived impact of interventions on the progress of SEND students?

A9 Students and parents have indicated they are very happy with this programme and the impact it has on emotional wellbeing as well as work load management and organisation. Current progress data shows that there is an improvement in projected SEND progress as a result of these interventions. Y11 projections for SEND wave 2 for instance are: Eng 0.51, Maths -0.59, EBacc -0.35, Open -0.14, Overall -0.16. The Threshold figures are 62.5% EM 9-4, a significant improvement.

Q10 What is your judgement of the quality of teaching and learning?

A10 Activities such as learning walks, lesson observations and book trawls by the Leadership Team and middle managers to monitor the quality of T&L indicate that the vast majority of teaching and learning in the School is strong with 92% good or outstanding teaching.

As a result of the Quality Assurance Programme, sixteen teachers have received targeted support since September. The impact of this work has been that 38% have improved to *Good*; 38% of support programmes have not been completed yet and there has been no improvement in 24%. Of this last group, 75% have or will have left, with one member of staff on a support plan. The Review confirmed our evaluations and also highlighted areas where we need to be sharper and more consistent. This led to the creation of the T and L Rosebery Way to give staff practical exemplification of how to implement the Charter which was launched to all staff in the Staff Meeting. There are still some issues around challenge and consistency.

Q11 Is the recruitment of teachers likely to improve?

A11 No, rather the reverse. The cost of living in Surrey makes working in a school in this area less attractive than, say, one in London where the salaries are higher while most living costs are roughly the same in Surrey.

Q12 How does it compare with previous years?

A12 There has been no significant change. We are planning to be overstaffed in MFL & English. This decision was supported by the Chair and Chair of Finance & Staffing.

As there were no further questions or comments, the Chair thanked the Headteacher for her comprehensive and informative report.

7. Report of Chair's Actions

The Chair reported that she had undertaken the following on behalf of the Board of Governors since her last report:

- a. Signed off Duke of Edinburgh expeditions.

- b. Attended superb production of *Annie*. Governors **AGREED** to record their thanks and congratulations to James Waight, the Drama, Music and Performing Arts Departments and all the student participants for their achievement.
- c. Whilst the Chair had been unable to attend the recent Alumni Evening, some governors had attended. This provided a good start to raising the profile of successful Rosebery graduates. It had been decided to link this event to International Women's Day in future.
- d. Approved a range of Activities Week events. Governors were invited to volunteer to accompany these trips during Activities Week.

8. Committees

a. Membership

AGREED to appoint governors to committees until the first meeting of the 2017/18 academic year:

- Finance & Staffing Committee: Peter Dunbar
- Teaching & Learning Committee: Sarah Ayers and Silke Elvery
- Premises & Risk Management: Rob Mayo
- MAT Committee: Lesley Broome and James Waight

b. Reports from Committees:

• Finance & Staffing Committee

The minutes of the meeting of the Finance & Staffing Committee held on 21 February 2017 as previously circulated were received. The Committee Chair drew governors' attention to the following:

- It had been decided to defer finalisation of the Risk Management document pending a decision on the future status of the school.
- The School were currently looking to ring-fence Reserves, setting aside some Reserves to allow for buffer within year expenditure.
- Responsible Officer Reports are now more positive.
- Budgets 2017/18 are nearly ready – due May 2017.

Governors noted that it was Sarah Clarke's last meeting as she would shortly be leaving the School to join her family in Wales. They **AGREED** to record their thanks to Sarah for her valuable contribution to the financial management of the School over the years and especially for her work supporting the Board of Governors and the Academy Trust.

Questions and comments were invited:

Q1 What is the current level of reserves?

A1 In the region of £410,000. The Committee has agreed a Reserves Policy to oversee and govern management of the reserves.

• MAT Committee

Governors noted that although the MAT Committee had met on 8 March 2017, no minutes were available. The Clerk undertook to identify who had been responsible for clerking the meeting. As the Chair of the Committee was not in attendance, no verbal report was available.

• Premises & Risk Management Committee

The draft minutes of the meeting of the PRM Committee held on 1 February 2017 as previously circulated were received.

• Teaching & Learning Committee

The draft minutes of the meeting of the Teaching & Learning Committee held on 25 January 2017 as previously circulated were received. Governors were reminded of the importance of making focused visits to the School and reporting on their visits. During discussion, it was **AGREED** that:

- visits to schools are enormously useful in helping governors carry out their role which is strategic, not operational, and includes ensuring vision is being turned into reality, ethos is being embedded and progress is being made against the strategic plan.
- every visit should have a clear, prearranged focus. This is important because it helps governors use their time, as well as that of school staff, productively. The focus of the visit will relate to the governing board's monitoring of the school strategy as well as to developing a rounded understanding of the school's strengths and weaknesses.

- All visits should be reported using an agreed template. The Clerk **AGREED** to circulate governors with an exemplar report template for use following visits.
- Governors were strongly encouraged to attend a Learning Walk on Wednesday 3 May 2017.

9. School Evaluation and Governance Self-Evaluation

Governors took part in a group training activity focusing on

- How can we widen our outlook by developing more opportunities for exchange with other Boards?
- Who are we serving?
- How do we ask the right questions?

10. Dates and times of future meetings

Wednesday 28 June 2017 at 4 pm. Staff refreshments to be available from 3.30 pm.

AGREED ACTIONS

ACTION	BY	RESPONSIBLE
Appoint Sarah Ayers, Silke Elvery and Rob Mayo as Parent Governors for a term of 4 years with immediate effect and to appoint Peter Dunbar as a Trust Co-opted Governors for a term of 4 years with immediate effect.	wie	Trust/SBM
Approve minutes of meeting held 06/12/16 unamended.	wie	Clerk
Appoint governors to committees until the first meeting of the 2017/18 academic year: Finance & Staffing Committee: Peter Dunbar; Teaching & Learning Committee: Sarah Ayers and Silke Elvery; Premises & Risk Management: Rob Mayo; MAT Committee: Lesley Broome and James Waight	wie	Clerk
Circulate governors with an exemplar report template for use following visits.	wie	Clerk

Following confidential business, the meeting closed at 6.45 pm.

Chair

Date